DOCUMENT RESUME

ED 164 361 95 SO 010 898

AUTHOR Wrubel, Paul R.; Ratliff, Roosevelt
TITLE Social Studies Dissertations 1973-1976.
INSTITUTION ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE 78
NOTE 213p.; For related documents, see ED 054 999 and ED 098 085
AVAILABLE FROM Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($8.00)

EDRS PRICE MF-$0.83 HC-$11.37 Plus Postage.
DESCRIPTORS Abstracts; Bibliographies; Classroom Research; Comparative Education; Curriculum; *Doctoral Theses; *Educational Research; Elementary Secondary Education; Higher Education; Instruction; Reference Materials; Research Reviews (Publications); Social Sciences; *Social Studies; Teacher Education; Teachers
IDENTIFIERS Information Analysis Products

ABSTRACT

This document identifies doctoral dissertations on the topic of social studies which were written from 1973 through 1976. The dissertations were selected from Dissertation Abstracts International (DAI). Only those dissertations which focused on the social studies as a primary concern were included. An introduction discusses trends noted in the analysis of the dissertations. The bulk of the document presents abstracts of 322 dissertations, grouped into four categories. These are: (1) curriculum, which includes subcategories of objectives, anthropology, civics, economics, environmental education, ethnic studies, future studies, geography, history, international education, law instruction, slow learners, and theory; (2) instruction, which includes subcategories of audiovisual, cognitive processes, critical thinking, inquiry, evaluation, grouping, individualized learning, political socialization, skills, textbooks, time and space concepts, and values; (3) teachers and teacher education; and (4) social studies outside the United States. In addition to the abstract, each entry includes author's name, degree awarded, institution, year of dissertation completion, dissertation title, descriptors indicating the main ideas in the study, and DAI order number. The document concludes with subject, author, and degree-granting institution indexes. (AV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED164361

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Social Science Education Consortium Inc

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

SOCIAL STUDIES DISSERTATIONS

1973 - 1976

by

Paul R. Wrubel and Roosevelt Ratliff

Paul R. Wrubel is director of the California School Law Project and a consultant to various kinds of educational organizations.

Roosevelt Ratliff is associate director for affiliated units, Association for Supervision and Curriculum Development, Washington, D.C.

SO 010 898

Published jointly by

ERIC Clearinghouse for Social Studies/Social Science Education

and

Social Science Education Consortium, Inc.

Boulder, Colorado

1978

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the National Council for the Social Studies for critical review and determination of professional competence. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the National Council for the Social Studies or the National Institute of Education.

ORDERING INFORMATION

This publication is available from:

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302
(ORDER SSEC PUBLICATION NO. 228)

It is also listed in *Resources in Education* and can be obtained in microfiche and hard copy from the ERIC Document Reproduction Service, identified as SO 010 898. See *Resources in Education* for ordering information and ED number.

PREFACE

Although the major efforts of the SSEC and ERIC/ChESS staff are directed toward providing practical resources for K-12 educators, our concerns go beyond the classroom to include the education of teachers (and of those who teach teachers) and the expansion of knowledge about how people can be helped to learn.

There is no question that many important additions to the body of pedagogical knowledge have had their beginnings in research undertaken by doctoral candidates. But if the results of such research are to be useful, they must be shared. Scholars in Oregon must be kept apprised of what scholars in Georgia are up to. When further investigation would shed additional light on a problem, or when several researchers are engaged in parallel work, it is important that this information be communicated.

This publication, the fourth of its kind, represents our attempt to facilitate such communication within the community of social studies/social science education. As the authors explain in their introduction, the first collection of social studies dissertation abstracts was compiled by Walter McPhie in 1962 as his own doctoral thesis. The three subsequent volumes, including this one, were produced under the supervision of Dr. Richard E. Gross, Professor of Education at Stanford University. The present authors, Dr. Paul R. Wrubel and Dr. Roosevelt Ratliff, prepared this volume while completing their doctoral work at the Stanford School of Education. We hope that both educators and students will find it to be a valuable educational resource.

Irving Morrissett
Director, ERIC Clearinghouse for
Social Studies/Social Science
Education
Executive Director, Social Science
Education Consortium, Inc.

June 1978

TABLE OF CONTENTS

Preface iii

Introduction 1

Trends 2
Volume 2
Types 3
Topics 5
Doctoral Candidates 6
Degrees 6
Degree-Granting Institutions 8

How to Use This Document 8
Table of Contents 8
Abstracts 8
Indexes 9

Curriculum 11

Objectives 11

Anthropology, Sociology 13

Civics, Government, Problems of Democracy 16

Economics 19

Environmental Education 22

Ethnic Studies 24

Future Studies 30

General 33

Geography 46

History 51

Human Relations 56

International Education 60

Law Instruction 62

Psychology 63

Religious Studies 64

Slow Learners 65

Theory 66

Instruction 73

Audiovisual, Simulation 73

Case Study Method 78

Cognitive Processes, Critical Thinking, Inquiry 78

Ethnic Studies 95

Evaluation, Testing 98
General 101
Grouping, Organization 104
Individualized Learning 107
Political Socialization 111
Programmed Instruction 115
Skills
General 116
Map 117
Questioning 118
Reading 118
Slow Learners, Special Education 126
Student Attitudes 131
Textbooks 135
Time and Space Concepts 146
Values, Moral Development 147
Teachers, Teacher Education 149
Attitudes 149
General 158
Inservice Training 165
Preservice Training 170
Social Studies Outside the United States 187
Index of Descriptors 195
Index of Institutions 205
Index of Authors 207

INTRODUCTION

In 1964 Walter E. McPhie, then a social studies doctoral student, stumbled across an idea for his thesis: an exhaustive investigation of social studies dissertations nationwide from 1934 to 1962.[1] Pursuing this idea, he successfully completed the first study of its kind. Stimulated by the interest that McPhie's study had generated, Richard E. Gross, in collaboration with Leonardo de la Cruz, conducted a similar study in 1970 which covered the period from 1963 to 1969.[2] Following suit in 1974, June Chapin reviewed social studies dissertations written between 1969 and 1973.[3]

This study, which updates those earlier compilations, was conducted to assist persons who are interested in the increasing and almost limitless variety of social studies doctoral work. Our manual search of dissertation abstracts was supplemented by a two-part computer search.[4]

Using *Dissertation Abstracts International (DAI)* as our source of information, we reviewed 322 social studies dissertation abstracts written from 1973 through 1976.[5] There were 99 in 1973, 88 in 1974, 73 in 1975, and 62 in 1976.[6] The dissertation writers amassed a total of about

---

1. Walter E. McPhie, *Dissertations in Social Studies Education: A Comprehensive Guide*, Research Bulletin No. 2 (Washington: National Council for the Social Studies, 1964).

2. Richard E. Gross and Leonardo de la Cruz, *Social Studies Dissertations: 1963-1969* (Boulder, Colo.: ERIC Clearinghouse for Social Studies/Social Science Education, 1971).

3. June R. Chapin, *Social Studies Dissertations: 1969-1973* (Boulder, Colo.: ERIC Clearinghouse for Social Studies/Social Science Education and Social Science Education Consortium, 1974).

4. The first part was a master search using several data bases; the second part was a specific follow-up search for omissions.

5. The final volume of *DAI* used in this study was 37:11 (May 1977).

6. There is usually a time lag in publication by *DAI*; more 1975 and 1976 dissertation abstracts in the social studies are expected to be recorded in later volumes.

65,000 written pages; the documents ranged in length from 71 pages to 768 pages. From these figures we calculated that the average length of a dissertation was 201 pages. (It is interesting to note that our calculated average length is precisely the same as that which Chapin reported in her 1974 study.)

There seems little doubt that more than 322 social studies dissertations were actually produced during this period. Some institutions do not register with *DAI*, and some titles may have been overlooked. Furthermore, rather than attempting to include all dissertation abstracts in which social studies received secondary or peripheral treatment, the reviewers dealt only with those, both theoretical and practical, that focused on the social studies as a primary concern. Working together in close collaboration, the reviewers also used their personal frames of reference, relying partly on work done in the previous studies.

Trends

Volume

During the mid-1960s, completed dissertations in the social studies averaged 50 per year; from 1969 to 1973 the average swelled to 100 per year. For this period (1973 through 1976) we found that, on the average, 80.5 dissertations were produced each year--a decrease of 20 per year from the figure reported in the Chapin study of the 1969-1973 period. It is likely that this apparent decline can be attributed to differences in the ways in which the two studies were conducted. Another possibility is that the drop signifies a tapering-off trend, reflecting the effects of an oversupply of social studies doctors in the educational marketplace.

A few years ago, a doctoral candidate completing his or her work could anticipate employment at any level of education. Appointments were not difficult to obtain. Since then, however, the steady increase in social studies doctorates, in combination with the low rate of attrition within the field of education, has forced many persons who have received doctorates to pursue careers in areas outside the social studies. Today it is fairly common, for instance, for doctoral graduates in the social studies to enter public school administration or to accept appointments in research labs or with federally funded projects.

Types

One of the most frustrating problems facing those who investigate dissertations in the social studies is how to classify the types of research used by the dissertation authors. Each of the previous researchers employed a slightly different set of classifications. In this study, we have identified three basic and commonly recognized types of educational research:

1. Historical research. This describes *what was*. The process includes investigating, recording, analyzing, and interpreting past events for the purpose of discovering generalizations that are helpful in understanding the past and, to a limited extent, in anticipating the future.

2. Descriptive research. This describes *what is*. It involves the description, recording, analysis, and interpretation of conditions that now exist. Descriptive research often involves some type of comparison or contrast and may attempt to discover cause-effect relationships that exist between nonmanipulated variables.

3. Experimental research. This describes *what will happen* when certain variables are carefully controlled or manipulated. The focus is on cause-effect relationships. As defined here, deliberate manipulation is always part of the experimental method.[7]

The results of the types of research as classified are shown in Table 1.

Table 1

CLASSIFICATION OF SOCIAL STUDIES DISSERTATION RESEARCH

Type	Number	Percentage
Descriptive	207	65.3%
Experimental	72	23.3%
Historical	43	11.4%

7. Adapted from John W. Best, *Research in Education*, 2nd ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1970), pp. 14-15.

Although it is difficult to classify these documents precisely, it is interesting to note that the percentages in Table 1 closely parallel the percentages provided in the Gross and De la Cruz study, with two exceptions: (1) while Gross and De la Cruz found 10 percent of the dissertations to be experimental, this study recorded 23.3 percent; (2) historical and evaluative social studies dissertations from 1963 to 1969 amounted to 20 percent, as compared with 11.4 percent for the 1973 through 1976 period.

When the percentages in Table 1 are compared with the percentages revealed by Chapin (1974, p. 3), one noticeable trend is the decline in experimental research. Thirty-six percent of the dissertations reported from 1969 to 1973 were experimental, while 23.3 percent were categorized as experimental in the 1973 through 1976 study--a decrease of 12.7 percent. (It should be pointed out that experimental studies are, in most cases, time consuming and difficult to conduct.)

In further classifying the social studies dissertations, we were able to assign more than 75 percent of them to one of the following four subareas:

1. Materials, methods, and curriculum analysis. Measurements of the effectiveness of a variety of approaches and materials, in which (1) the more-frequent strategy compared two or more approaches and (2) the evaluation process comprised measures of achievement or changes in attitude.

2. Questionnaire. Research based totally or primarily on questionnaire surveys.

3. Curriculum and materials development. Studies focusing on the formation of curriculum or the production of materials.

4. Content analysis. Systematic descriptions of textbooks, filmstrips, or curriculum guides.

Table 2 shows the results of this subclassification.

One notable difference between the percentages in Table 2 and those revealed in the 1969-1973 study is the 10-percent increase in the questionnaire category. In addition, studies categorized under curriculum and materials development declined by 4.5 percent, and those classified under

content analysis declined by 2 percent.[8]

Table 2

SUBCLASSIFICATION OF SOCIAL STUDIES DISSERTATION RESEARCH

Type	Number	Percentage
Materials, methods, and curriculum analysis	98	30.4%
Questionnaire	94	29%
Curriculum and materials development	40	12.4%
Content analysis	26	8%

Topics

The dissertation abstracts in this compilation were divided into the four major topic categories shown in Table 3.

Table 3

TOPICS OF SOCIAL STUDIES DISSERTATIONS

Topic	Number
Instruction	135
Curriculum	107
Teachers and teacher education	67
Social studies outside the United States	13

The greatest number of dissertations were written on social studies instruction. In descending order, this category was followed by curriculum, teachers and teacher education, and social studies outside the United States.

---

8. In contrast to Chapin, who reported dissertations as belonging decisively in one category or another, we found that many of the dissertations we surveyed fell within more than one category. Thus readers should use caution in attempting to draw inferences from a comparison of the percentages reported here with those noted in earlier studies.

Some of the topics most commonly subsumed under these four categories were cognitive processes, critical thinking, and inquiry, with 29 dissertations, preservice training of teachers (29), general curriculum (25), and reading skills (15). While the Chapin study credited such specific instructional areas as history, geography, and economics with 18 or 19 dissertations apiece, in our investigation these areas yielded only 10, 8, and 5 studies, respectively. This marked decline may be partly explained by the increase in studies depicting newer social studies trends or emphases. Ethnic studies, future studies, human relations, law education, psychology, religious studies--all these were represented; indeed, one (ethnic studies curriculum and instruction) was the subject of 16 dissertations. Thus, we believe that one may safely forecast that this trend toward the newer emphases in the social studies field will continue.

Doctoral Candidates

One of the most striking revelations of this study was that approximately 30 percent of the doctoral candidates were female. This represents a significant increase over the 19 percent reported for the 1969 to 1973 period. Schools of education seem to reflect the adjustments created by the crusade for equality of opportunity for women. We found it impossible to determine with any reliability the percentage of dissertations written by ethnic minority doctoral candidates. The initiation of a specific research project to determine this might yield interesting results.

Degrees

Broken down by types, the degrees awarded to doctoral candidates were Ed.D. 51 percent, Ph.D. 46 percent, and D.A. 3 percent. Our study indicates that there continues to be no apparent correlation between dissertation types and subjects or degree programs. One change observed was that the percentage of Ph.Ds. had risen by 7 percent over that of the previous period. Some institutions conferred far more degrees of one type than of others. For example, all social studies degrees awarded by Harvard University from 1969 to 1973 were Ed.Ds. (Chapin 1974, p. 5). In the present study, all eight of the degrees conferred by Stanford University

Table 4

INSTITUTIONS PRODUCING THE GREATEST NUMBER OF SOCIAL STUDIES DOCTORATES

1963-1969 Gross and De la Cruz Study

Institution	Number
Stanford University	15
University of Nebraska	15
Ohio State University	11
University of California, Berkeley	10
University of Iowa	10
Indiana University	8
Wayne State University	8
New York University	7
Columbia University	5
Colorado State College	5

1969-1973 Chapin Study

Institution	Number
Indiana University	19
Ohio State University	15
University of Michigan	15
Boston University	13
University of Georgia	11
Stanford University	10
Columbia University	10
Northwestern University	9
Syracuse University	9
North Texas State University	9
Illinois University	9
University of Texas	9

1973-1976 Wrubel and Ratliff Study

Institution	Number
Syracuse University	13
Columbia University	12
Carnegie-Mellon University	11
Wayne State University	10
University of Maryland	9
Temple University	9
Stanford University	8
Indiana University	8
University of Nebraska	6
Ohio State University	6
University of North Carolina	6
University of Colorado	6
University of Virginia	6
University of Pittsburgh	6
Florida State University	6

were Ph.Ds., eight out of nine for the University of Maryland were Ph.Ds., all but two of the ten for Wayne State University were Ed.Ds., and ten out of the eleven for Carnegie-Mellon were D.As.

Degree-Granting Institutions

Table 4 compares the top degree-granting institutions in this study with those in the preceding Gross/De la Cruz and Chapin studies.

Decentralization continues. More institutions are granting significant numbers of doctoral degrees. Some universities, among them Temple, Pittsburgh, Florida State, and Virginia, are reported here for the first time. Worthy of mention are ten additional institutions not shown on Table 4 which granted five degrees each, and six schools that awarded four degrees each.

In the Gross/De la Cruz study, 44 percent of the reported 220 social studies doctoral degrees were awarded by 10 institutions. Chapin's follow-up study showed that 27 percent of 417 degrees were conferred by 11 institutions. Our study revealed that 29 percent of the 322 degrees were granted by the 10 top-producing institutions and 38 percent by the top 16 schools. Thus it is impossible to speculate which institutions will command the lead in producing future social studies doctorates.

Concerning the overall future of social studies dissertation research, Richard E. Gross has strongly suggested that more team projects and interrelated studies be incorporated as legitimate strategies for dissertation programs (1972, p. 557). The efforts at Syracuse and Carnegie-Mellon universities seem to constitute positive responses to Dr. Gross's recommendation.

How to Use This Document

Table of Contents. The table of contents provides the overall organizational scheme of this document. Dissertation abstracts are classified according to the major and secondary categories shown in the table.

Abstracts. The abstracts within the body of this document are arranged first by subject category. Dissertations on a given subject are further classified by level. Grade-level classifications are elementary (K-8), secondary (9-12), college (higher education), and general. (The

last classification is used for studies that are not focused on a specific level or which encompass more than one level.)

Each abstract is numbered. In addition to a summary of the dissertation, each entry includes the following information: author's name, degree awarded, degree-granting institution, year of dissertation completion, and dissertation title. Below this information is a list of descriptors indicating the main ideas contained in the study. Information about the level and type of each dissertation appears in parentheses in the upper-right corner of each abstract entry. At the bottom of the entry is information about the number of pages in the original dissertation and the order number to be used in requesting copies of the original dissertation from *Dissertation Abstracts International*.

Indexes. Three indexes have been prepared for the abstracts in this document. The first is a subject index compiled from the descriptors for each abstract. The second index lists the names of the authors. The third index contains a list of degree-granting institutions and the dissertations each one produced. The reference numbers in all indexes are entry numbers, not page numbers.

CURRICULUM

Objectives

1. Eiken, Keith Pumphrey, Ed.D. (descriptive/secondary)
Indiana University, 1974

BELIEFS OF TEACHERS, STUDENTS, AND PARENTS ABOUT SOCIAL STUDIES GOALS IN SENIOR HIGH SCHOOL UNITED STATES HISTORY

Affective objectives
American history
Cognitive objectives
Family impact
Grade 11
Parent attitudes
Secondary education
Socioeconomic factors
Student attitudes
Teacher attitudes
Teacher behavior

Using a questionnaire comprising 25 items related to four dimensions of social studies goals (citizenship training, instructional content, skill development, and respect for democratic values), the researcher polled 31 teachers, 466 11th-grade students, and 149 parents. The data were analyzed using a variety of statistical strategies.

The findings showed that teacher behavior alone did not provide a productive basis for discerning varying goal expectations for social studies instruction. The teacher's age was found to be a significant variable when correlated with parent response to social studies goals. Teachers over 30 were positively correlated with parents, while those under 30 were negatively correlated. Black students differed from white students, and there was an incongruity between black students' and their teachers' ideas about desired social studies goals.

The researcher concluded that both the family and the school have varying impacts on the student. Further, the widely varying perceptions held by teachers, students, and parents about the goals actually being emphasized in classes indicate that social studies instruction should become more purposive and that teachers should state their goals more clearly. 137 pp.

Order no. 75-5613

2. Janof, Janice Sheila, Ph.D. (descriptive/elementary)
St. Louis University, 1974

PLANNED CHANGE AND RELATED FACTORS IN ELEMENTARY SOCIAL STUDIES IN THE STATE OF MISSOURI

Administrative attitudes
Affective objectives
Curriculum development
Educational objectives
Elementary education
Missouri
Teacher attitudes

To answer a variety of questions about curriculum objectives in the social studies in the state of Missouri, the investigator studied responses to a questionnaire given to school officials. An analysis of the responses showed that (1) attitude and value development was the top-priority goal, (2) materials were ranked highest in the category of means utilized, and (3) school personnel were looked upon as the people most involved with curriculum change.

The author noted that curriculum and instructional personnel seemed to respond differently to the inquiries than had previously been indicated by research. 136 pp.

Order no. 74-24100

3. Krakow, Jere Lon, Ed.D. (descriptive/secondary)
University of Colorado, 1974

EXTENT OF AGREEMENT BY MISSOURI SECONDARY SOCIAL STUDIES TEACHERS WITH NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SOCIAL STUDIES OBJECTIVES

Educational objectives
Missouri
NAEP objectives
Secondary education
Teacher attitudes

The purpose of this study was to determine the extent to which high school social studies teachers in Missouri agreed with the National Assessment of Educational Progress social studies objectives.

Questionnaires were sent to 689 social studies teachers who were asked to respond on a four-point Likert Scale to the NAEP social studies objectives.

Overall, it was found that Missouri high school social studies teachers agreed with the objectives. It was also concluded that teachers with more experience felt that sociology and economics were less important than other subjects in the social studies. 178 pp.

Order no. 75-3752

4. Lantz, Mary Jean, Ed.D. (descriptive/general)
University of Houston, 1973

A STUDY OF TEACHER AND PRINCIPAL RATINGS OF PRIORITIES IN SOCIAL STUDIES GOALS

Administrator attitudes
Educational objectives
Elementary education
Secondary education
Teacher attitudes
Texas

The researcher tried to discover whether philosophical views about social studies goals varied with job categories. An instrument was constructed and administered to 124 randomly selected elementary and secondary teachers and principals from six Texas school districts.

No significant correlations were found between job category and views toward priorities in social studies, despite a sophisticated treatment of the data. 71 pp.

Order no. 74-2852

Anthropology, Sociology

5. Axelson, David James, Ed.D. (historical/secondary)
University of Colorado, 1976

SOCIOLOGICAL RESOURCES FOR THE SOCIAL STUDIES (SRSS): A CASE STUDY IN CURRICULUM DEVELOPMENT

Curriculum development
Secondary education
Sociology
SRSS Project

The purpose of this study was to investigate the curriculum development process used in the SRSS project. Two separate research procedures were used. First, the historical method was used to reconstruct the project's life and to determine the impact of various educational ideas on the curriculum development process of SRSS. The second research procedure, a comparative/descriptive method, was used to compare the development process of SRSS with processes used in three other social studies projects.

The researcher came to the following conclusions:

1. Project Rationale and Objectives. The SRSS staff was eventually forced to deal with both the multiple realities of high school classrooms and organizational constraints. The planning committee could have saved much money and time if educationists and school personnel had been involved at the beginning of the project.

2. Evaluation. Field trials provided a dissemination device and indicated that there was a need for preservice and inservice teacher education prior to use of the SRSS materials. 207 pp.

Order no. 76-23586

6. Binnington, Doreen Bethune, Ph.D. (descriptive/elementary)
University of California, Los Angeles, 1973

THE DEVELOPMENT OF AN INTERDISCIPLINARY CURRICULUM BASED ON AN INTEGRATION OF ETHNOMUSICOLOGY AND THE SOCIAL STUDIES

Alaska
Anthropology
Curriculum models
Elementary education
Eskimos
Ethnomusicology
Humanistic education
Interdisciplinary approach
Music

The curriculum model was applied to a study of a specific locale, Barrow, Alaska. In developing the ethnomusicological resources on music of the Barrow Eskimos within its societal context, the author conducted observational and participative field research timed to coincide with the Eskimo winter festivities. Recordings, films, slides, objects, and written materials were analyzed.

From the materials, the researcher developed a humanistic curriculum emphasizing inquiry methods and the materials of ethnomusicology and the social studies for upper-elementary children. A test of the curriculum with elementary students in California met with positive student response. 367 pp.

Order no. 73-16679

7. Frech, William Paul, Jr., Ed.D. (descriptive/elementary)
University of Georgia, 1973

AN ANALYSIS OF THE ANTHROPOLOGY CURRICULUM PROJECT MATERIAL, *THE CONCEPT OF CULTURE*, ON THE ETHNOCENTRIC ATTITUDES OF FOURTH-GRADE STUDENTS

Anthropology
Cross-cultural training
Elementary education
Ethnocentrism
Grade 4
Instructional materials
Student attitudes

Through the use of a variety of analytical strategies, the researcher attempted to assess the effect of certain anthropology curriculum materials on the ethnocentric attitudes of students.

The findings showed that students using *The Concept of Culture* materials evidenced less ethnocentrism on both the posttest and a delayed posttest. Also, the null hypothesis that there was no significant correlation between the amount of anthropology learned and the amount of moderation in ethnocentrism was rejected. The more anthropology a class learned, the less ethnocentrism it evidenced. 323 pp.

Order no. 73-883

8. Kroot, Richard David, Ph.D. (descriptive/elementary)
Indiana University, 1973

A MODEL CULTURE-CENTRIC ELEMENTARY SOCIAL STUDIES CURRICULUM

Affective objectives
Anthropology
Cross-cultural training
Cultural pluralism
Curriculum models
Elementary education
Interpersonal competence
Student attitudes

The purpose of this study was to develop a theoretical model for an elementary social studies curriculum which, in addition to providing the input of substantive content, would enhance the learner's interpersonal-intercultural insights and understanding as well as acceptance of the nature and importance of cultural pluralism.

The rationale for the curriculum found its roots in an extensive review of literature involving philosophy, curriculum, psychologies of learning, and anthropological theories. From this grew the criteria for the model curriculum: flexibility, developmental congruence, and relevance.

The researcher concluded that the culture-centric curriculum has many advantages for the child: it provides the student with substantive knowledge; it can subsume concepts from other disciplines; it can be adapted to the needs of any subculture; and it allows for a wide range of student opinions and outlooks. 272 pp.

Order no. 73-19741

9. Wyckoff, Delores Bland, Ph.D. (experimental/elementary)
Georgia State University, 1974

A STUDY OF MASTERY LEARNING AND ITS EFFECTS ON ACHIEVEMENT OF SIXTH-GRADE SOCIAL STUDIES STUDENTS

Academic achievement
Anthropology
Elementary education
Grade 6
Mastery learning
Teaching methods

This study sought to compare the effects on achievement of using a mastery learning strategy for teaching selected anthropological concepts to sixth-grade social studies students with the effects of using a more-conventional approach to teaching the concepts.

The experimental method produced superior effects with male students and had a positive impact on low-reading-level and low-IQ students. It had no differential effect on high-reading-level, high-IQ, or female students. There were no significant differences at the .05 level in a comparison between the mean achievement scores of the experimental group and those of the conventional group. 128 pp.

Order no. 75-3748

Civics, Government, Problems of Democracy

10. Bryant, Joanne Elizabeth, Ed.D. (descriptive/secondary)
State University of New York, Albany, 1974

AN ANALYSIS OF THE WRITTEN STATEMENTS OF SELECTED SPECIALISTS CONCERNING THE ROLE OF POLITICAL SCIENCE IN THE SECONDARY SCHOOL SOCIAL SCIENCE CURRICULUM

Affective objectives
Cognitive objectives
Educational objectives
Curriculum development
Political science
Secondary education

An examination was made of the written statements of selected specialists in the area of political science education. From these statements, guidelines were formulated which have implications for objectives, content, structure, and sequencing of political science education within the social studies curriculum.

Values, norms, political science issues, governmental processes, means and implications of social control, use of inquiry, and a

spiral curriculum were found by this study to be appropriate for inclusion into a social studies curriculum. Further, the author calls for a greater emphasis on problem solving and on the affective domains in political science education. 179 pp.

Order no. 74-19950

11. La Raus, Roger Alan, Ph.D. (descriptive/elementary)
Northwestern University, 1976

A RECONCEPTUALIZATION OF THE DESIGN OF INSTRUCTIONAL MATERIALS IN POLITICAL EDUCATION FOR ELEMENTARY SCHOOLS

Curriculum models
Elementary education
Instructional materials
Political science

This study is a report of work in designing instructional materials in political education for elementary schools, on the basis of a conceptualization of political education different from that prevailing in most elementary schools. The basis for the design and six sample lessons from the four units illustrate the philosophy underlying the curriculum, which is focused on the political world of the child as well as that of adults.

The summary chapter points out the utility of basing instructional design on a conception of "the political" as a process. Quality of instructional materials, recognizable lesson patterns, and directed tasks are viewed as important contributors to the curriculum. 148 pp.

Order no. 77-1284

12. Massey, Charles Edward, Ed.D. (historical/secondary)
University of North Carolina, 1976

CITIZEN ACTION EDUCATION FOR A DEMOCRATIC COMMUNITY: A MODEL FOR CURRICULUM DEVELOPMENT

Citizenship education
Community
Curriculum analysis
Curriculum models
Democracy
Educational history
Newmann model
Political science
Secondary education
Self-concept

The purpose of this study was to investigate curriculum efforts designed to develop communities of competent, mature, democratic citizens

and to develop a model for citizenship education using citizen action as a basis for increasing competence to exert influence in public affairs.

Chapter 1 defines the community and its relationship to democracy. Chapter 2 generally reviews citizenship education efforts throughout the history of the United States. The writer presents a theoretical analysis of the Newmann model in Chapter 3. Chapter 4 provides a brief rationale for applied research and the development of a plan for a case study. Chapter 5 concludes that there is a need for extensive study and refinement of two general areas of concern dealt with in the modifications of the model: (1) the development of a sense of community and (2) the development of a sense of self. 290 pp.

Order no. 77-3055

13. Singleton, Henry Wells, Ph.D. (historical/secondary)
Stanford University, 1975

FACTORS AFFECTING THE DEVELOPMENT OF THE PROBLEMS OF DEMOCRACY COURSE

Curriculum development
Educational history
Grade 12
Legislative impact
Problems of democracy
Secondary education
Special-interest groups

This study is an attempt to identify factors which affected the development of the twelfth-grade problems of democracy course. The study is historically oriented, utilizing a chronological approach that begins with the period prior to 1916 and progresses through the 1960s.

The study evidenced that the following factors affected the development of the course: (1) progressive educators, (2) three internal factors--inadequate teacher training, philosophical differences between essentialists, and lack of a definitional model--and (3) legislative and pressure groups. 297 pp.

Order no. 76-5804

14. Stewart, Judith Ann Rogers, Ed.D. (descriptive/secondary)
Wayne State University, 1974

SURVEY OF EDUCATIONAL EXPERIENCES DESIGNED TO DEVELOP SOCIAL PARTICIPATION SKILLS IN SELECTED MICHIGAN SECONDARY SCHOOLS

Administrator attitudes
Affective objectives
Grade 12
Interpersonal competence
Michigan

Political science
Secondary education
Social relations
Teacher attitudes
Teacher behavior

This study sought to answer the following questions:

1. To what extent are social participation and experiences designed to develop participatory skills and understandings (a) practiced by and (b) a professed value of teachers of twelfth-grade American government or civics courses?

2. To what extent are opportunities for social participation (a) provided by and (b) a professed value of principals in the wider society of school?

The primary conclusion of the study was that the respondents did not value social participation or its development. The dissertation concludes with recommendations for increased social participation and for further study. 197 pp.

Order no. 74-29869

Economics

15. Enyinnaya, Nelson E., Ed.D. (descriptive/elementary)
University of Pittsburgh, 1973

ECONOMIC EDUCATION AS AN INTEGRATED COMPONENT OF A NON-GRADED SOCIAL STUDIES CURRICULUM

Concept teaching
Curriculum models
Economics
Elementary education
Generalizations
Individualized learning
Nongraded programs
Taba, Hilda
Teaching methods

This study had two goals:

1. Given designated economic areas, to design a nongraded and individualized teaching-learning program of concepts and generalizations which could be integrated into an ongoing social studies curriculum.

2. Given the concept teaching and learning strategies of Hilda Taba, to investigate the degree to which students could learn the selected concepts and generalizations.

It was found that the students of the Falk School could learn the concepts and that Taba's teaching strategies were useful in bringing about high achievement and positive attitudes. 312 pp.

Order no. 74-08694

16. Gillies, William, Ed.D. (descriptive/secondary)
University of Nebraska, 1973

AN ANALYSIS OF ECONOMICS COURSES IN NEBRASKA HIGH SCHOOLS

Course analysis
Educational objectives
Economics
Instructional improvement
Nebraska
Secondary education

The purpose of this study was to identify the goals and objectives, strategies, and kinds of experience found in selected economics courses in representative Nebraska high schools. Teacher and student interviews and class observations in 28 high schools provided the data.

The findings suggested a variety of conclusions about the use of analysis, clarity of goals, motivational content, the use of controversy, testing, teacher preparation, and systematic assessment. Further, the author suggests some strategies that might lead to improvements in economics education. 215 pp.

Order no. 74-00602

17. Hilde, Richard L., Ph.D. (descriptive/secondary)
University of North Dakota, 1973

AN ANALYSIS OF THE PERSONAL ECONOMIC KNOWLEDGE OF NORTH DAKOTA HIGH SCHOOL JUNIORS AND SENIORS

Consumer education
Course analysis
Economics
Grade 11
Grade 12
North Dakota
Secondary education

The sample for this study consisted of 457 students enrolled in a personal economics course in business education, home economics, or social studies and some who were not enrolled in any kind of economics course.

Differences were found in the various groups' levels of personal economic knowledge, with students from the course in home economics scoring lowest. Seniors did better on consumer-related problems. Finally, the researcher concluded that students may acquire considerable economic knowledge in courses other than those under investigation, since the adjusted posttest mean scores of the control group were comparable to or higher than the scores of the students who had completed the economics courses. 146 pp.

Order no. 74-14902

18. Meyer, Robert Henry, Ed.D. (descriptive/secondary)
University of Northern Colorado, 1974

COMPARATIVE UNDERSTANDINGS OF CONSUMER CONCEPTS BY COLLEGE-BOUND AND CONSUMER ECONOMICS STUDENTS IN SELECTED MINNESOTA HIGH SCHOOLS

Advanced placement
College-bound students
Consumer education
Course analysis
Economics
Grade 11
Grade 12
Minnesota
Secondary education

The purpose of this study was to measure and compare the development of consumer understandings achieved by 11th- and 12th-grade students in selected Minnesota secondary high schools during the second semester of the 1973-1974 school year. By comparing pretest and posttest results, a determination could be made as to whether students enrolled in consumer economics classes gained greater understandings than did students enrolled in advanced-placement college-bound courses.

The researcher found that students enrolled in consumer economics made considerably larger gains. Some of the other conclusions were (1) that boys were more likely to enroll in college-bound courses, girls in consumer economics, (2) that students excelling academically were more likely to be enrolled in advanced placement college-bound classes, and (3) that students enrolled in consumer economics made greater gains between the pretest and the posttest scores than students in the advanced-placement college-bound courses. 124 pp.

Order no. 75-5428

19. Van Hook, Barry Lee, Ed.D. (historical/secondary)
Northern Illinois University, 1973

THE CONTRIBUTIONS OF GLADYS BAHR TO CONSUMER AND ECONOMIC EDUCATION AT THE SECONDARY SCHOOL LEVEL

Bahr, Gladys
Consumer education
Curriculum development
Economics
Educational history
Secondary education

The data gathered for this study were obtained through library and documentary research and through a survey of leaders in the field of consumer and economic education. In addition, personal interviews were conducted with Miss Bahr.

On the basis of the findings of this study, it was concluded that Gladys Bahr made a significant contribution to the development of consumer and economic education at the secondary level. 154 pp.

Order no. 74-2808

Environmental Education

20. Gregory, George Peter, D.A. (descriptive/secondary)
Carnegie-Mellon University, 1974

ENVIRONMENT AND CHANGE: A SOCIAL STUDIES UNIT

Curriculum models
Environmental education
Grade 9
Secondary education

The author selected materials for his unit with the objective of providing ninth-grade students with information that would enable them to offer alternative ideas for solving local and state environmental problems.

The dissertation includes a student text with daily reading assignments, lesson plans, teacher's guide, rationale, and testing program. A discussion of the results of field tests which summarizes the unit's strengths and weaknesses is included, along with recommendations for revising the unit. 314 pp.

Order no. 74-26642

21. Lynch, Francis Peter, Ph.D. (historical/secondary)
University of Connecticut, 1973

GROWTH OF ENVIRONMENTAL AWARENESS IN CONNECTICUT AND THE CURRICULUM RESPONSE IN PUBLIC SECONDARY SCHOOLS, 1950-1970

Connecticut
Curriculum analysis
Environmental education
Secondary education
State boards of education
State departments of education
Teacher attitudes

The primary purposes of this study were to examine the Connecticut State Board of Education's curriculum responses to environmental issues and to determine the attitudes of selected public school teachers about the role of environmental topics in the secondary-school curriculum. State Board of Education minutes and actions were studied, and a survey of teachers was made.

Although a large portion of this study involved noneducational matters, several educational findings were noted. One finding was that there appeared to be a lack of direction and leadership in the State Department of Education in regard to curriculum development in environmental education. Teachers of science and social studies, on the other hand, favored an expanded role for environmental topics in their curricula. The overall conclusion was that curricular response has not kept pace with public awareness of environmental problems. 326 pp.

Order no. 74-22

22. McCarthy, Sister Ann Margaret, C.S.J., Ed.D.
University of Georgia, 1975 (experimental/elementary)

AN EVALUATION OF THE EFFECTS OF PRIMARY LEVEL ENVIRONMENTAL EDUCATION MODULES UPON THE ATTITUDES OF SEVEN-YEAR-OLDS

Affective objectives
Course analysis
Curriculum models
Elementary education
Environmental education
Student attitudes

This study attempted to determine if teaching activity-oriented environmental education modules to seven-year-olds would result in more-positive attitudes toward the environment in the areas of man/land, man/water, and man/air relationships. The subjects were 207 seven-year-olds in a predominately white, middle-class school district. They were randomly assigned to treatment and control groups.

The researcher found that, although all differences were statistically significant, the greatest difference was found at the level of action and the least difference at the level of feelings. The study concluded that (1) treatment alone was responsible for the more-positive attitudes of the experimental group and (2) neither sex nor reading ability was a confounding variable with the subjects in this study. 121 pp.

Order no. 76-2244

23. Sweeney, Robert Emmett, D.A.
Carnegie-Mellon University, 1974 (descriptive/secondary)

WORLD ENVIRONMENTAL CONCERNS: A SOCIAL STUDIES UNIT

Curriculum models
Environmental education
Global approach
Minicourses
Secondary education

This dissertation is derived from a larger project in the development of environmental education curricula. *World Environmental Concerns* is a senior high school minicourse designed to run a minimum of 20 class periods. The unit includes a teaching guide with rationale, lesson plans, 20 student readings with illustrations, recommended individual and small group activities, and a complete testing program. The six chapters deal with all aspects of the development and field testing of the unit. 452 pp.

Order no. 74-26654

Ethnic Studies

24. Addy, James Arthur, Ed.D. (historical/secondary)
George Washington University, 1974

INTEGRATION OF BLACK HISTORY WITH UNITED STATES HISTORY AND URBAN GEOGRAPHY WITH MODERN PROBLEMS COURSES IN THE SECONDARY SCHOOLS OF THE STATE OF MARYLAND

American history
Black studies
Course analysis
Educational needs
Ethnic studies
Maryland
Problems of democracy
Secondary education
Urban studies

The purpose of the study was to examine the introduction of black studies programs into the 24 local school systems of Maryland and to determine the extent, the use, and the integration of black history in United States history courses and of urban geography in modern problems courses in the course syllabi used in the secondary schools.

A wide range of findings and recommendations resulted which pointed to the need for guidelines in the area of black studies K-12. The findings also indicated that there was a need for black studies materials and information centers in Maryland and that inservice education for teachers was clearly indicated. 193 pp.

Order no. 74-23116

25. Byrd, Carrie Maxine, Ed.D. (descriptive/elementary)
Harvard University, 1976

TEACHER PARTICIPATION IN THE DEVELOPMENT OF AN ELEMENTARY BLACK STUDIES CURRICULUM IN A SUBURBAN SETTING

Action research
Black studies
Curriculum analysis
Curriculum development
Elementary education
Ethnic studies
Newton, Massachusetts
Teacher behavior

This report is a description and analysis of a black studies curriculum project coordinated by the author and which led to the completion, field testing, and revision of an elementary black studies curriculum in Newton, Massachusetts. The dissertation is in five sections, dealing with (1) the background of the project, (2) the Newton environment, (3) the development and implementation of the project, (4) some case studies, and (5) a final assessment.

The conclusions point to a cognitive approach as having a greater impact than an affective approach with a largely white population. It was felt that action research is a useful technique for curriculum developers and that teacher participation in curriculum development enhances the professional role of the teacher. 110 pp.

Order no. 77-320

26. Dowtin, Kenneth, Ph.D. (descriptive/secondary)
University of Wisconsin, 1973

TO BUILD COLLECTIVE COMMITMENT: A MODEL FOR CURRICULUM DEVELOPMENT IN SECONDARY SOCIAL STUDIES

Black power
Community
Curriculum models
Ethnic studies
Group projects
Secondary education
Student attitudes
Student responsibility

In this dissertation the writer argues the need for development of a curriculum which will inculcate commitment to the goals of liberation and self-determination of black people, assuming that the primary focus of education should be on the development of a sense of community.

The curriculum attempts to raise the collective consciousness of the students through the use of contractual agreements which allow them to share responsibility for creating and maintaining a learning environment. Group projects, a group grading system, and communal examinations are also employed to encourage a rising sense of community.

The author feels that data from the field test of the curriculum support the validity of this approach as a method of building collective commitment. 168 pp.

Order no. 74-00479

27. Gallegos, Leovigildo Lopez, Ed.D. (descriptive/general)
University of Houston, 1974

A COMPARISON OF SOCIAL STUDIES CURRICULUM NEEDS AS PERCEIVED BY URBAN MEXICAN AMERICAN PARENTS, STUDENTS, AND TEACHERS

Chicano parents
Chicano students
Educational needs
Inner-city schools
Parent attitudes
Student attitudes
Teacher attitudes

The three purposes of this study were (1) to assess the perception of social studies curriculum needs held by urban Mexican-American parents, students, and classroom teachers, (2) to compare and contrast differences in the perceptions of social studies curriculum needs, and (3) to test the null and research hypotheses.

The results of the study indicated that significant differences existed between perceptions of the needs of the social studies curriculum held by urban Mexican-American parents, students, and classroom teachers. The teacher group agreed more closely with the student group than with the parent group. 162 pp.

Order no. 75-10749

28. Good, Patricia Katharine, D.A. (descriptive/secondary)
Carnegie-Mellon University, 1975

ETHNICITY IN AMERICA: A UNIT IN A SENIOR HIGH SCHOOL AMERICAN HISTORY COURSE

American history
Cross-cultural training
Curriculum models
Ethnic studies
Kohlberg, Lawrence
Moral development
Secondary education

This study is part of a larger history curriculum project by a team of five doctor of arts candidates. This portion, *Ethnicity in America*, focuses on concepts related to the functions, formation, and adaptation of ethnic groups. The groups selected for investigation were Puerto Ricans, Cherokee Indians, Irish, black Americans, Scotch-Irish, Italians, and Jews.

The unit contains five ethnic-related moral dilemmas based on the principles of moral development formulated by Dr. Lawrence Kohlberg. In addition, a wide variety of success-oriented experiences and materials are used in the unit.

The field test of the unit produced a number of positive outcomes, particularly with slow-learning students. 445 pp.

Order no. 76-631

29. Gray, Barbara Jean Clay, Ed.D. (descriptive/secondary)
University of Houston, 1976

A CONCEPTUAL FRAMEWORK FOR DESIGNING A CULTURALLY PLURALISTIC SOCIAL STUDIES CURRICULUM FOR SECONDARY EDUCATION

Conceptual schemes
Cultural pluralism
Curriculum development
Secondary education
Teacher attitudes

The purpose of this investigation was to develop a conceptual framework for the social studies in secondary education. The following components of curriculum design were identified by a consensus of social studies educators: statement of purpose, content, and methods. Both educators and theorists were polled.

The researcher concluded that social studies theorists and social studies educators held markedly different views about the degree of emphasis that should be placed on cultural pluralism in planning the curriculum, and that there were philosophical differences between these groups about the principles basic to cultural pluralism. Finally, the study demonstrated that the impact of culture is very important in making curriculum decisions for social studies education. 140 pp.

Order no. 77-1511

30. Harris, Jeanette G., Ed.D. (historical/secondary)
University of Massachusetts, 1974

BLACK STUDIES: A CHALLENGE TO THE AMERICAN EDUCATION SYSTEM

Black studies
Curriculum analysis
Ethnic studies
Secondary education
Springfield, Massachusetts
Student attitudes

The purpose of this study was to examine and evaluate the effectiveness of the black studies program at Classical High School in Springfield, Massachusetts, as it evolved and developed from 1969 to 1973.

The strategy sought to describe and compare factors involved in the development of the program. The study examined white and black students' attitudes toward the program and concludes that the program was seen to have been only nominally effective. Finally, the author presents a rationale for expanding the black studies program beyond the single classroom. 205 pp.

Order no. 74-25838

31. Moone, James Clark, Ph.D. (historical/general)
Howard University, 1976

THE PROBLEM OF DESIGNING AN AFRICAN-AMERICAN STUDIES PROGRAM IN U.S. PUBLIC SCHOOLS: THE CHALLENGE FOR NEW DIRECTIONS--A CASE STUDY OF THE WASHINGTON, D.C., PUBLIC SCHOOLS, 1969-1974

Black studies
Curriculum analysis
Curriculum development
Educational history
Ethnic studies
Washington, D.C.

The specific techniques used in this study emphasize the historical, descriptive, and analytical evaluation of African-American studies, particularly in the Washington (D.C.) public schools from 1969 to 1974.

The author, who has been involved in the civil rights movement since 1958, traces the background of the African-American experience and describes the forces which led to the demand for African-American history. He cites the difficulties encountered by educators wishing to implement such studies and attempts to evaluate the success of the program thus far in the Washington schools. 330 pp.

Order no. 76-30119

32. Watson, Kenneth Charles, Jr., Ed.D. (descriptive/secondary)
Wayne State University, 1974

THE EFFECTS OF COURSE WORK EMPHASIZING MINORITY CULTURES ON THE RACIAL OPINIONS OF SUBURBAN HIGH SCHOOL STUDENTS

Affective objectives
Cross-cultural training
Curriculum analysis
Ethnic studies
Livonia, Michigan
Racial attitudes
Secondary education
Student attitudes

This study sought to determine the relationship between the number and content of social studies courses and the attitudes of white students toward blacks in the Livonia (Michigan) Public Schools.

No relationship was found between the number of social studies courses and the opinions expressed about blacks. Similarly, the psychology and sociology courses which dealt in a minor way with racial prejudice were unable to bring about positive opinions about blacks. However, a course that dealt primarily with racial opinions and issues was successful in bringing about more-positive opinions about blacks.

The study concluded with several recommendations for strengthening all aspects of the school program which might have an impact on interracial understanding. 98 pp.

Order no. 75-13407

33. Webb, Loretta Crawford, Ph.D. (descriptive/elementary)
University of Michigan, 1975

THE MULTICULTURAL EDUCATION PROGRAM OF A SELECTED ELEMENTARY SCHOOL: A CASE STUDY

Administrator attitudes
Cross-cultural training
Curriculum analysis
Educational objectives
Educational philosophy
Elementary education
Teacher attitudes

The purpose of this study was to determine the extent to which the multicultural educational program of an elementary school was meeting the needs of the students. The principal, the assistant principal, and 25 teachers participated in the study by responding to a National Study of School Evaluation (NSSE) questionnaire.

The investigator found that the stated opinions about multicultural education were not in complete agreement with the school's stated philosophy and that the school's education program and objectives were inconsistent with its commitments to and philosophy about multicultural education. 252 pp.

Order no. 75-20475

34. Worril, Conrad Walter, Ph.D. (descriptive/secondary)
University of Wisconsin, 1973

INSTITUTION AND POWER: THE ROLE OF THESE CONCEPTS IN SECONDARY SOCIAL STUDIES CURRICULUM DEVELOPMENT

Black community
Black power
Concept teaching
Cross-cultural training
Curriculum analysis
Secondary education

The primary purpose of this study was to examine the development of a curriculum that emphasized the teaching of the concepts *institution* and *power*. The curriculum, which was focused on understanding culture and on how this understanding was related to problem solving in the black community, included historical examples illustrating both successes and failures in organizing to achieve power in the black community. General problem-solving skills and group work skills were included.

The author noted that the emphasis in the curriculum on the concepts of institution and power helped students begin to observe the disparities in the system and to make suggestions for change. 142 pp.

Order no. 74-10277

Future Studies

35. Burnim, Paul Daniel (descriptive/general)
University of Massachusetts, 1976

A THEORETICAL DEVELOPMENT AND APPLICATION OF A PHILOSOPHY OF EDUCATIONAL FUTURE STUDIES

Curriculum development
Curriculum models
Educational needs
Educational philosophy
Future studies

The purpose of this study was to make a start in developing a philosophy for educational future studies and its potential applications within the education process.

In the fourth chapter the study includes a model curriculum for educational future studies from both theoretical and practical perspectives.

The conclusion of the study is that serious consideration of the future is noticeably absent from present educational systems, and that a restructuring of educational goals is needed to correct this deficiency. 269 pp.

Order no. 77-6374

36. Moyer, Herbert Samuel Sizer, Ed.D. (descriptive/secondary)
Wayne State University, 1975

A DESCRIPTIVE AND ATTITUDINAL STUDY OF PORT HURON NORTHERN HIGH SCHOOL STUDENTS ENROLLED IN AN ELECTIVE FUTURISTICS COURSE

Course analysis
Curriculum development
Future studies
Port Huron, Michigan
Secondary education
Student attitudes

The purpose of this study was to determine attitudinal changes which occurred in a selected student group as a result of taking a futuristics course. Specifically, student attitudes were tested in areas related to their feelings toward futuristics as a school course and toward two proposed social actions: (1) the adoption of alternate life styles and (2) land-use planning.

The results of this quasi-experimental and descriptive study seem to verify the hypothesis that a futuristics course can be valuable in the education process. The author recommends that the futuristics program in Port Huron (Michigan) Northern High School be continued and that futuristics be considered as an expanded program on an interdisciplinary basis in both elementary and secondary schools. 110 pp.

Order no. 75-15290

37. Sosnowski, Margaret Mary Jean (experimental/secondary)
Wayne State University, 1976

THE EFFECTS OF A FUTURE STUDIES COURSE ON THE CAREER MATURITY, FUTURE TIME PERSPECTIVE, AND DELPHI-GENERATED ESTIMATES OF PROBABLE FUTURE EVENTS OF HIGH SCHOOL STUDENTS

Career awareness
Course analysis
Future studies
Pontiac, Michigan
Secondary education
Student attitudes
Time and space concepts

Using a sample of 104 parochial school students in Pontiac, Michigan, equally divided into experimental and control groups, this study investigated the effects of a high school future studies course on the career maturity and future time perspective of students in grades 10, 11, and 12. Further, using the Delphi technique, the experimental and control groups were compared concerning their abilities to estimate the dates of probable future events.

Both groups were given pretests and posttests, using four instruments. The results showed: (1) a significant difference between the experimental group and the control group on the CMI Attitude Scale, (2) a significant difference between the groups on each of the five subtests of the CMI Competence Test, (3) a significant difference between the two groups on the Future Events Test, (4) no significant difference on the three subtests of the Competence Test as correlated with the Attitude Scale, (5) a significant difference between the groups on the Career Planning subtest and the Problem-Solving subtest as correlated with the Attitude Scale.

The study indicated that students who had taken a course in future studies had a higher degree of career maturity and were more future-oriented than students who had not taken such a course. In the Delphi questionnaire dimension of the study, it was found that treated students envisioned all ten items as occurring within their lifetime, while untreated students had difficulty envisioning some of the events as occurring within their life spans. 350 pp.

Order no. 76-26179

38. Stock, Richard Bruce, Ed.D. (descriptive/secondary)
Columbia University, 1976

FUTURE STUDIES: A SURVEY OF SECONDARY SCHOOL PROGRAMS

Curriculum analysis
Curriculum development
Educational needs
Future studies
Secondary education

The purpose of this study was to explore how future studies and future-oriented activity influenced the curricula of progressive secondary schools. The researcher mailed a survey questionnaire to 542 secondary schools which were believed to offer future studies. Returns were received from 294 (54.2 percent) of these schools, of which 184

reported offering future studies.

The study concludes with a discussion of the following needs: (1) expansion of the number of schools offering future-studies programs, (2) specific approaches to expanding the population, (3) adequate methods of enabling future-studies teachers to determine whether their efforts are successful, (4) emphasis on the processes of exploring alternative futures and making value decisions about what futures are most desirable, (5) future studies programs, (6) provision of pre-high-school future-studies instruction, (7) establishment of a relationship between future studies and personal life, and (8) provision of an appropriate balance between optimistic and pessimistic views of the future. 344 pp.

Order no. 76-13498

General

39. Biddle, Thelma Sara, Ed.D. (historical/general)
University of Virginia, 1973

THE DEVELOPMENT OF THE SOCIAL STUDIES PROGRAM IN RICHMOND, VIRGINIA, 1869-1971

Curriculum development
Educational change
Educational history
Richmond, Virginia

This historical study utilized a wide variety of sources which were developed into a chronological account of the evolution of the social studies curriculum. The findings were analyzed to identify changes and influences that induce changes. Finally, these changes were evaluated in terms of five educationally recognized criteria for social studies curricula. 192 pp.

Order no. 73-18992

40. Bridner, Elwood Lee, Jr., Ph.D. (descriptive/secondary)
University of Maryland, 1976

A MODEL FOR A CONCEPTUAL SOCIAL STUDIES CURRICULUM FORMULATED UPON SELECTED INTERDISCIPLINARY SOCIAL SCIENCE CONCEPTS

Curriculum development
Curriculum models
Individualized learning
Interdisciplinary approach
Secondary education
Social science disciplines

The purpose of this study was to develop an interdisciplinary curriculum model for secondary social studies which was organized around several substantive concepts from the social sciences.

The model was designed (1) to be used as a guideline for a self-contained secondary social studies curriculum, (2) to give added structure to existing national conceptual curricula, (3) to provide a concurrent mechanism for unifying separate discipline-centered instructional materials, and (4) to help curriculum designers create more-flexible patterns in the provision of personalized social education. The components of the model were an eight-week sample unit plan, evaluative mechanisms, and several subcomponents for conceptualized instruction. 272 pp.

Order no. 76-17783

41. Britton, Helen Ann, Ph.D. (descriptive/general)
Stanford University, 1976

DIFFUSION OF SOCIAL STUDIES INNOVATION IN SANTA CLARA COUNTY, CALIFORNIA

Curriculum analysis
Educational innovation
Santa Clara County, California
Teacher behavior

This study assessed the level of adoption of innovation in social studies education in Santa Clara County (California) by examining four basic areas: (1) the different rates of adoption of social studies innovation using the diffusion model and the contingency model, (2) patterns of instructional practice, (3) categories of content taught, and (4) use of social studies projects.

A questionnaire was administered to a random sample of social studies teachers. One-third of the total, or 160, were polled, of which 60 percent responded. The results supported the diffusion theory of change. Recentness of educational experience was the only predictor of innovation found. In the overall analysis, more than half the respondents reported using innovation in only two or fewer areas. The study concluded that a very limited amount of innovation in social studies education was being practiced in Santa Clara County. 107 pp.

Order no. 77-7060

42. Chatburn, Dean Nimrod, Ed.D. (descriptive/elementary)
Utah State University, 1973

THE INFLUENCE OF SELECTED KINDERGARTEN PROGRAMS ON PUPIL ACHIEVEMENT IN LANGUAGE, SOCIAL STUDIES, AND MATHEMATICS AT THE FIRST GRADE LEVEL

Academic achievement
Federal programs
Grade 1
Kindergarten
Retention

This study attempted to discover whether entering first-graders who had attended kindergarten scored higher on certain standardized tests than those who had not attended kindergarten. The researcher tested the same children again after six months to determine which of the three groups (private kindergarten, Model Cities kindergarten, no kindergarten) had made the greatest gains and suffered the least relative loss of learning.

The findings led the researcher to conclude that the initial advantage enjoyed by students who had attended both types of kindergarten disappeared, for the most part, after six months in the first grade. Model Cities kindergartners to some extent retained their relative superiority in the area of language. On the whole, students without kindergarten experience suffered less relative loss. 109 pp.

Order no. 73-13291

43. Cornbleth, Catherine Rae, Ph.D. (historical/general)
University of Texas, 1974

INQUIRY THEORY AND NEW SOCIAL STUDIES CURRICULA, 1910-1972

Content analysis
Curriculum development
Educational change
Educational history
Inquiry theory
New social studies

This study examines inquiry in the "new social studies." Specifically, it analyzes (1) the history of inquiry theory, in order to identify common components of inquiry and trends in theoretical development, and (2) the implementation of inquiry processes and models in selected, contemporary social studies curriculum project materials.

From her analysis, the researcher concluded that while inquiry theory has had a substantial impact on new social studies projects, the developers of curriculum materials apparently encountered constraints in translating theory into flexible, open-ended curricula. 145 pp.

Order no. 74-13680

44. Crawford, Glenda S., Ph.D. (descriptive/secondary)
Florida State University, 1974

CURRICULUM PROBLEMS OF SOCIAL STUDIES TEACHERS IN QUINMESTER EXTENDED-YEAR SENIOR HIGH SCHOOLS OF DADE COUNTY, FLORIDA, AS PERCEIVED BY SOCIAL STUDIES TEACHERS AND ASSISTANT PRINCIPALS FOR CURRICULUM

Administrator attitudes
Curriculum development
Dade County, Florida
Educational needs
Scheduling problems
Secondary education
Semester division
Teacher attitudes

The purposes of this study were (1) to determine the order of priorities of social studies teachers in quinmester high schools, (2) to identify problems unique to the quinmester program, (3) to determine differences in the perception of problems by teachers and assistant principals for curriculum, and (4) to discover emerging supervision needs of teachers. Thirteen assistant principals and 201 teachers in 13 quinmester schools in Dade County (Florida) were surveyed for this study.

Problems related to adapting curriculum and teaching strategies for the quinmester system and difficulties related to course sequencing emerged as key findings. The author included her views on the implications of the research. 108 pp.

Order no. 74-18012

45. Dalke, Robert Wesley, Ed.D. (descriptive/elementary)
Wayne State University, 1973

NON-FICTION WRITING FOR CHILDREN: A PRIMARY SOURCE OF CONTENT IN ELEMENTARY SOCIAL STUDIES INSTRUCTION

Curriculum development
Elementary education
Federal programs
Information centers
Resource materials

This study examines informational trade books for children as a significant area of writing and as a primary source of content for the social studies curriculum in the elementary schools.

The study concludes that informational trade books are an important information source for children because they are timely and because they deal with a wide range of human experience. Thus informational trade books would seem to be a logical source of curricular materials for many of the new programs encouraged by the NCSS and NEA. The U.S. Office of Education and the Taba research offer other examples

of projects that might incorporate such literature.

The author recommends the use of computerized retrieval centers for materials keyed to science and social studies concepts, and suggests that such information should be kept current. 275 pp.

Order no. 73-31713

46. Daniels, Stephen Emery, Ph.D. (historical/secondary)
University of Missouri, 1975

THE SOCIAL STUDIES CURRICULUM IN MISSOURI SECONDARY SCHOOLS

Curriculum analysis
Missouri
Secondary education

The purpose of this study was to determine the current status of the social studies curriculum in Missouri secondary schools. The sample consisted of 100 randomly selected Missouri high schools and their feeder schools. Data were collected by mail questionnaires from social studies teachers and administrators.

After analyzing the responses of 92.8 percent of the schools selected to participate in the study, the researcher found that more than half had reduced their social studies graduation requirements during the preceding two years. Although course offerings in social studies had increased considerably, materials developed by national social studies projects were not being used in most schools. 157 pp.

Order no. 76-07478

47. Elliott, Emily Learner, Ph.D. (descriptive/elementary)
Louisiana State University, 1975

PREFERRED PATTERNS OF SOCIAL STUDIES CONTENT AS INDICATED BY ELEMENTARY SCHOOL TEACHERS

Curriculum analysis
Elementary education
Social science disciplines
Teacher attitudes

The purpose of this study was to determine what content from social science disciplines was preferred by teachers of social studies in elementary schools.

Anthropology was the discipline most-often preferred, and geography ranked second. Third, fourth, and fifth places fluctuated among sociology, political science, and economics; history was ranked last. Other conclusions were reached about grade-level responses, teacher course work, the use of generalizations, and planning sources. 163 pp.

Order no. 76-139

48. Farrior, Sarah Jerome, Ed.D. (historical/secondary)
Duke University, 1973

STATE CONTROL OF THE SOCIAL STUDIES CURRICULUM

Curriculum analysis
Legislative impact
Secondary education
State departments of education

The intent of this study was to examine and report on the control and influence exerted by the state legislatures and state departments of education on the social studies curriculum in the public secondary schools during the period 1970-72.

The author concluded that the number of statutory mandates related to the curriculum increased, and that U.S. history was the most-frequently required course and the U.S. Constitution the most-often required topic. The dissertation includes a number of other conclusions about the scope, tone, and impact of state control over the social studies curriculum. 230 pp.

Order no. 73-19477

49. Gill, Martin, Ph.D. (historical/elementary)
Northwestern University, 1974

PAUL R. HANNA: THE EVOLUTION OF AN ELEMENTARY SOCIAL STUDIES TEXTBOOK SERIES

Course analysis
Curriculum development
Educational history
Elementary education
Hanna, Paul R.
Hanna Social Studies Series
Scott, Foresman and Co.
Social values
Textbook publishers
Virginia Curriculum Study

The purpose of this study was to investigate the relationship between a university scholar (Paul R. Hanna, emeritus professor of Child Education at Stanford University) and a textbook publisher (Scott, Foresman and Co.).

Some of the important findings of the researcher were (1) that the Hanna Social Studies Series succeeded in the primary grades and failed in the middle grades for the same reason: the public's acceptance of the local values of home, family, and school and its reluctance to project this sense of community beyond the borders of the United States;

(2) that Hanna played a more-important role in the Virginia Curriculum Study and in the promotion of society-centered education than had theretofore been supposed; and (3) that Scott, Foresman and Co. displayed high ethical business standards. 178 pp.

Order no. 75-7918

50. Isaacson, Shirley C., Ed.D. (experimental/elementary)
Brigham Young University, 1976

THE EFFECTS OF THE HUMAN DEVELOPMENT PROGRAM ON THE SELF-CONCEPTS OF SELECTED LOS ANGELES ELEMENTARY SCHOOL STUDENTS

Elementary education
Human Development Program
Human relations training
Los Angeles, California
Self-concept

This research sought to assess the impact of the Human Development Program on elementary students as measured by the Primary Self-Concept Inventory. The findings demonstrated no clear changes in self-concept scores, as reflected by the inconclusive and contradictory test results of both the experimental and control groups. The researcher proposed that one reason for the inconclusive results might be that the treatment was limited to a short period of time. 169 pp.

Order no. 76-18332

51. Jungmeyer, Paul Edward, Ph.D. (descriptive/general)
Texas A & M University, 1974

AN ASSESSMENT OF SPONSORED SOCIAL STUDIES CURRICULUM MATERIALS

Business-developed materials
Content analysis

This study sought to evaluate business-sponsored social studies printed materials in six areas. The study also examined the business rationale for maintaining and supporting education at all levels.

The analysis of data showed that the majority of sponsored materials were concerned with economics, with an increasing number related to environmental issues. Sponsored items tended to avoid statements that might tend to jeopardize their use in the classroom. Geographic factors and grade levels were also analyzed.

Cognitive content was high in the sponsored materials, while affective information was low. The study concludes that sponsored materials have some relationship to the social studies curriculum and that they therefore might be given qualified recommendation for use in social studies classes. 251 pp.

Order no. 75-2868

52. Larkin, Brian James, Ph.D. (historical/general)
Syracuse University, 1973

THE SEARCH FOR A CONCEPTUAL STRUCTURE FOR THE SOCIAL STUDIES: THE SYRACUSE UNIVERSITY SOCIAL STUDIES CURRICULUM CENTER AS A CASE STUDY

Curriculum development
Educational history
Syracuse University Curriculum Center

This historical dissertation concerns the work of the Syracuse Center, the process by which it was developed, and its early influence.

While the problem of identifying a conceptual structure for the social studies is still unresolved, the work of the Syracuse Center represents, in the author's view, a significant step toward a solution. The investigator points to the uniqueness of the center, which was created by a particularly fortunate combination of historical circumstances, institutional arrangements, and individual talents and personalities. 427 pp.

Order no. 74-08272

53. Lewis, Jacqueline Couture, Ph.D. (descriptive/elementary)
Louisiana State University, 1975

A STUDY OF SOCIAL STUDIES NEEDS OF NINE-YEAR-OLDS IN LOUISIANA

Academic achievement
Educational needs
Educational objectives
Grade 4
Louisiana

This study sought to determine the social studies needs of nine-year-olds in Louisiana. The subjects were 2,216 randomly selected children from the eight state planning districts. The instrument was a booklet of 42 social studies items based on particular educational objectives developed by indigenous educators for Louisiana students.

The study revealed that (1) females performed better than males on the skills and attitude questions, whereas males performed better than females on the knowledge questions; (2) students performed better when teachers used teaching guides; (3) departmentalized students performed better than self-contained and ungraded students on the skills and attitude questions, whereas self-contained classes performed better than their counterparts on the knowledge questions; (4) the performance of students was higher when teachers had adequate materials for social studies instruction; and (5) students from medium-sized parishes performed better than those from larger or smaller parishes. 131 pp.

Order no. 76-12924

54. Rumph, Arthur H., Ed.D. (descriptive/elementary)
Marquette University, 1975

THE DEVELOPMENT AND ASSESSMENT OF A NEW SOCIAL STUDIES PROGRAM FOR SEVENTH-GRADE PUPILS IN THE MILWAUKEE PUBLIC SCHOOLS (2 volumes)

Course analysis
Curriculum models
Educational needs
Elementary education
Grade 7
Milwaukee, Wisconsin

The major purposes of this study were (1) to develop an experimental seventh-grade social studies program that would alleviate a number of problems identified by a curriculum study group in the Milwaukee Public Schools and (2) to assess the resulting instructional program to determine whether the specific objectives set by this group had been attained.

The researcher found statistically significant differences between the mean scores of the various groups for several subsets within components of the rating instrument; however, no such differences were found when scores for the global questions were examined.

The researcher identified the following needs that seemed to merit further research and/or program development: (1) to further pursue means of bringing disciplinary balance to social studies education, (2) to explore other ways of using anthropological concepts in the curriculum, and (3) to conduct more longitudinal studies in education. 768 pp.

Order no. 76-8651

55. Simon, Lawrence Howard, Ed.D. (descriptive/general)
University of North Carolina, 1974

TOWARD THE DEVELOPMENT OF A PROGRAMMATIC LANGUAGE FOR SOCIAL STUDIES CURRICULUM AND INSTRUCTION

Conceptual schemes
Language of instruction

The purposes of this study were to examine the confusion over the meaning of social studies curriculum terminology and to systematically develop, apply, and validate an original conceptual framework for the field in an effort to bring clarity to selected terms. The conceptual framework consisted of five discrete focal points. The terms *citizenship* and *inquiry* were hypothetically defined relative to the focal points. The hypothesized definitions were then assessed in a historical perspective.

Because it established a measure of conceptual clarity for social studies terms, the framework outlined in this study was evaluated as being a useful first step in the development of a programmatic language for the social studies curriculum. 128 pp.

Order no. 74-08483

56. Stamper, James Cloyd, Ed.D. (descriptive/secondary)
University of Tennessee, 1974

AN ANALYSIS OF PERCEPTIONS OF STUDENTS, TEACHERS, ADMINISTRATORS, AND AN OUTSIDE OBSERVER REGARDING SOCIAL STUDIES PROGRAMS IN SELECTED KENTUCKY HIGH SCHOOLS

Administrator attitudes
Curriculum analysis
Kentucky
NCSS guidelines
Secondary education
Student attitudes
Teacher attitudes

The aim of this study was to assess whether the social studies programs in selected eastern Kentucky high schools were perceived as meeting the National Council for the Social Studies guidelines for exemplary programs. Students, teachers, administrators, and an outside evaluator were used in this survey.

The results showed that all segments of the school community were supportive of the social studies program, with administrators indicating the highest degree of support. 108 pp.

Order no. 74-27241

57. Steiner, Joseph Albert, Ph.D. (descriptive/general)
University of Arizona, 1976

ORIGINS AND ACTIVITIES OF THE ARIZONA BASIC GOALS-COURSE OF STUDY COMMITTEE FOR SOCIAL STUDIES

Arizona
Curriculum development
Special-interest groups
State boards of education
Textbook selection

The purpose of this study was to examine the development of courses and criteria for textbook selection by the Basic Goals-Course of Study Committee for Social Studies of the Arizona State Board of Education.

The results supported the author's hypothesis: that the formation of the Committee for Social Studies had resulted from attempts of special-interest groups to control the social studies curriculum. The study suggested that any model that allowed for lay input into curriculum decisions must contain adequate safeguards to preclude domination by extremist groups. 178 pp.

Order no. 77-6059

58. Walker, Robert Edwin, Ed.D. (descriptive/secondary)
University of Nebraska, 1974

FACTORS AFFECTING THE IMPLEMENTATION OF NATIONAL PROJECT MATERIALS IN SOCIAL STUDIES PROGRAMS IN SECONDARY SCHOOLS IN NEBRASKA

Curriculum analysis
Curriculum development
Nebraska
Secondary education
Teacher behavior

The goals of this study were (1) to investigate and identify factors conditioning the selection and implementation of national social studies projects in secondary schools in Nebraska and (2) to gain information about the use of those projects.

The author concluded that although national social studies projects have had relatively little impact on the secondary schools of Nebraska, the few schools that have used the projects report satisfaction with them. There was found to be a strong relationship between teachers' involvement in social studies projects and their involvement in a variety of professional activities. The research revealed further that the projects are often misapplied and that there is confusion about evaluating the effectiveness of the new social studies projects. 182 pp.

Order no. 74-23952

59. Walters, Raymond Allison, Ph.D. (descriptive/elementary)
University of Missouri, 1976

AN INVESTIGATION OF THE EDUCATIONAL EFFECTS OF *MAN: A COURSE OF STUDY*

Academic achievement
Course analysis
Elementary education
Grade 5
MACOS
Student attitudes

The purpose of this research was to analyze the effectiveness of the social studies program *Man: A Course of Study* (MACOS) by determining whether students who had experienced MACOS scored significantly differently in knowledge of social studies concepts and skills, problem-solving ability, and attitudes toward school than did students who had used a standard social studies textbook.

The writer found that the MACOS curriculum was equally appropriate for students with above-mean and below-mean intellectual ability, but that the textbook program was more appropriate for the former. The overall conclusion was that the textbook program was more appropriate for all students than MACOS. 178 pp.

Order no. 76-28175

60. Wells, Tim Joe, Ed.D. (descriptive/secondary)
Oklahoma State University, 1973

OKLAHOMA SECONDARY SOCIAL STUDIES TEACHERS AND THE USAGE OF NEW NATIONAL SOCIAL STUDIES PROJECTS

Curriculum analysis
Oklahoma
Professional associations
Secondary education
Teacher attitudes

This study used a stratified random sample of 300 Oklahoma secondary social studies teachers who were asked to respond to a questionnaire about the use of new social studies projects.

Less than 11 percent of the respondents had used the new national social studies projects. Larger cities reported a higher percentage of use than smaller towns. Seventy-five percent of the teachers in the sample were unfamiliar with the projects.

Most of the teachers who were familiar with the projects were members of the National and/or Oklahoma Council for the Social Studies. Eighty-eight percent of the response population did not belong to either the NCSS or the OCSS. 94 pp.

Order no. 74-08141

61. Williams, Jo Watts, Ed.D. (historical/elementary)
University of North Carolina, 1973

A CONCEPTUAL FRAMEWORK FOR ELEMENTARY SOCIAL STUDIES CURRICULUM AND INSTRUCTION

Conceptual schemes
Curriculum development
Educational theory
Elementary education

The five traditions comprising the framework of this study are (1) social studies as knowledge for the sake of knowledge, (2) social studies as a child-centered tradition, (3) social studies as reflective inquiry, (4) social studies as structure of the discipline, and (5) social studies as sociopolitical involvement.

The study is descriptive rather than prescriptive, in that it provides a framework based upon what is actually happening in the field of social studies education. In this study the author seeks to provide a basis for analyzing and evaluating varied approaches to social studies education. 202 pp.

Order no. 73-26412

62. Wilson, Richard Hall, Ph.D. (historical/general)
University of Maryland, 1975

A PROCEDURAL MODEL FOR CURRICULUM DEVELOPMENT BASED UPON THE EXPERIENCES OF PROJECT SOCIAL STUDIES

Curriculum analysis
Curriculum development
Educational philosophy
Project Social Studies

This study sought to investigate 23 national social studies curriculum projects in order to identify the characteristics of field tests, learning theory, and methodology. The study investigated whether each project was committed to an educational philosophy, such as progressivism or essentialism, and what procedures were followed during the testing phase of each project. The results were used as a basis for creating a procedural model for curriculum development.

The researcher drew three conclusions: (1) the projects were committed to progressivism, to cognitive-field principles of learning, and to an inquiry methodology; (2) teachers and students were generally excluded from curriculum decisions; and (3) in general, procedures used in field testing, evaluation, and revision of project materials were not highly formalized. 222 pp.

Order no. 76-08457

63. Younger, Dennis Gerard, Ed.D. (descriptive/general)
University of Maryland, 1974

MEASURING THE EFFECTIVENESS OF A SOCIAL STUDIES CURRICULUM TO INCREASE CONCEPT USE IN GRADES FIVE THROUGH NINE

Anne Arundel County, Maryland
Cognitive objectives
Concept formation
Concept teaching
Curriculum analysis
Teacher behavior

This study was undertaken in order to evaluate the effectiveness of a new social studies curriculum designed to increase the amount of conceptual emphasis in the classroom. The curriculum was intended for students in the public schools of Anne Arundel County, Maryland.

The researcher concluded that there was no statistical evidence that the new social studies curriculum was effective in increasing students' abilities to conceptualize above the knowledge level in Bloom's taxonomy. Evidence did suggest, however, that teachers in the experimental group were using primary concept terms with greater frequency than teachers in the control group. 144 pp.

Order no. 75-17920

Geography

64. Carter, Alfred William, Ed.D. (descriptive/general)
University of Virginia, 1974

A CONTENT ANALYSIS OF INTERNATIONAL POLITICAL GEOGRAPHY CONCEPTS FOR USE IN THE SOCIAL STUDIES

Conceptual schemes
Content analysis
Curriculum development
Geography

The author used a list of concepts constructed from literature choices made by a panel of eight experts in the field of political geography. The researcher arranged the list under a hierarchical outline which was divided into substantive and methods concepts. The concepts in the list were further classified as either "generic" or "shared" and as "major" or "subordinate" concepts. After the list was constructed, the panel of experts was asked to appraise the results.

The researcher found that content analysis strategies can be very useful in identifying central concepts within a discipline, and that the results of such an analysis might be useful to local curriculum developers. 165 pp.

Order no. 74-23268

65. Daniels, William Davis, Ph.D. (experimental/college)
University of Maryland, 1974

AN INVESTIGATION OF STUDENTS' ATTITUDES TOWARD GEOGRAPHY THROUGH THE USE OF THE HIGH SCHOOL GEOGRAPHY PROJECT (HSGP) AT THE COLLEGE LEVEL

Bowie State College
College instruction
Course analysis

Geography
High School Geography Project
Student attitudes

The researcher conducted a study at Bowie State College to try to determine whether college students would become more favorably disposed toward geography after being taught through the use of the approach of the High School Geography Project than after being taught through the use of the traditional approach. An experimental group (HSGP) and a control group (traditional) were defined, and pretests and posttests were administered.

The findings revealed significant differences in students' attitudes between the groups following the presentation of the treatments. Students who were given the HSGP treatment showed a significant difference in attitude toward geography as measured by the posttest attitude instrument. No such change was detected in the control group.

The researcher recommends that, since some statistical significance was found in his study, it be replicated using all six units of the High School Geography Project. 152 pp.

Order no. 75-7317

66. Hansen, Joe Owen, Ph.D. (descriptive/secondary)
Michigan State University, 1975

THE DISSEMINATION OF MAJOR GEOGRAPHIC ELEMENTS CONTAINED IN THE HIGH SCHOOL GEOGRAPHY PROJECT: A CONTENT ANALYSIS OF GEOGRAPHY INSTRUCTIONAL MATERIALS

Content analysis
Geography
High School Geography Project
Secondary education

The purpose of this study was to compare the content of geography textbooks published between 1964 and 1968 with the content of geography textbooks published 1970-1974. Questions and activities from textbooks were analyzed along three dimensions: types of knowledge, geographic tradition, and level of intellectual activity.

A random sample of 12 geography textbooks for grades 5 through 12 published from 1964 to 1968 was compared to a similar random sample published between 1970 and 1974. A content analysis technique was used to yield objective, systematic, and quantitative descriptions of the content of the texts.

The study found that out of the fourteen hypotheses tested, only two were statistically significant: (1) between the two groups of textbooks there was a difference in the percentage of facts asked for in questions and/or activities presented at the end of chapters or subsections; (2) there was a difference between the two textbook groups in the percentage of synthesis-level processes required on questions and/or activities presented at the end of chapters. 116 pp.

Order no. 76-12450

67. Jeter, Teddy Leroy, Ph.D. (descriptive/secondary)
Southern Illinois University, 1974

AN ANALYSIS OF THE HIGH SCHOOL GEOGRAPHY PROJECT IN ILLINOIS PUBLIC SECONDARY SCHOOLS

Curriculum analysis
Geography
High School Geography Project
Illinois
Secondary education

The purpose of this study was to analyze the instructional impact of the High School Geography Project on the geography curriculum of Illinois public secondary schools. The current status of the HSGP in Illinois public secondary schools was examined. Information was obtained from a questionnaire sent to HSGP teachers in Illinois.

Major findings of this study indicated that the typical public secondary school using the project materials was in a suburban area, had more than 1,000 pupils, and was one of several high schools in the district. The materials with the earliest publishing date were most-frequently used. 119 pp.

Order no. 75-13244

68. Kinerney, Eugene James, Ph.D. (descriptive/college)
University of Maryland, 1975

THE HIGH SCHOOL GEOGRAPHY PROJECT IN RELATION TO INSTRUCTIONAL PRACTICES IN INTRODUCTORY COLLEGE GEOGRAPHY: AN UPWARD DISSEMINATION OF EDUCATIONAL INNOVATION

College instruction
Curriculum analysis
Educational innovation
Geography
High School Geography Project
Teacher attitudes

This study was designed to investigate the impact of materials and teaching strategies developed in the High School Geography Project (HSGP) on introductory college geography courses.

The researcher hypothesized that materials and strategies developed for use at the secondary level were being disseminated in higher education. Information was obtained from a questionnaire mailed to a nationwide sample of college geography instructors.

The study concluded that HSGP well represented the professional concerns of geographers, and that they favored the development of an HSGP-type course for the college level. 323 pp.

Order no. 76-08401

69. Sadeghi, Derakhandeh Hamidi, Ph.D. (descriptive/secondary)
Michigan State University, 1974

THE INQUIRY METHOD IN SECONDARY SCHOOL GEOGRAPHY: UNITS ON THE CULTURAL GEOGRAPHY OF IRAN

Cultural differences
Cultural geography
Foreign education
Geography
High School Geography Project
Inquiry training
Iran
Secondary education

The purposes of this dissertation were (1) to describe current practices in teaching geography at the secondary level in the United States and in Iran, (2) to introduce the inquiry method for teaching geography in secondary schools in Iran, and (3) to apply the High School Geography Project to teaching the cultural geography of Iran.

The writer concluded that although the HSGP was applicable to teaching geography in parts of the world other than the United States, before introducing the project elsewhere it was extremely important to consider the local situation in regard to physical, cultural, historical, and socioeconomic factors. 168 pp.

Order no. 75-14819

70. Salyer, Gayle Markland, Ph.D. (historical/elementary)
Ohio University, 1975

GEOGRAPHY IN THE ELEMENTARY SCHOOL AS PORTRAYED BY THE *JOURNAL OF GEOGRAPHY*

Content analysis
Educational change
Elementary education
Geography
Journal of Geography

This study was an attempt to develop a picture of geography in the 20th-century elementary school from examination and analysis of literature published in a major professional journal.

One hundred and five articles were randomly selected for review from the *Journal of Geography*. Each article was summarized and analyzed for evidence of trends or changes in teaching geography.

The study found that during this century (1) the scope of the discipline widened to include a broader definition of geography; (2) teaching methods moved from strict memorization to inquiry studies; and (3) emphasis changed from physical geography to approaches that considered man as an integral element. 169 pp.

Order no. 75-19281

71. Tricarico, Stephen J., Ph.D. (descriptive/secondary)
University of Oklahoma, 1975

AN ANALYSIS OF THE ATTITUDES AND PERCEPTIONS OF ADMINISTRATORS TOWARD GEOGRAPHY IN ARKANSAS PUBLIC SECONDARY SCHOOLS

Administrator attitudes
Arkansas
Geography
Secondary education

The purpose of this study was to analyze the attitudes and perceptions of secondary school administrators toward geography. The idea for the study developed from the investigator's personal experience with social studies teachers in Arkansas schools and from research on the status of geography in the secondary schools. Data were obtained from the 146 principals and 138 superintendents who responded to a three-page questionnaire.

The investigator concluded (1) that administrators perceived geography as complex, changeable, and primarily descriptive in nature and (2) that administrators believed geography was an important and useful subject that should be a part of the secondary school social studies program. 114 pp.

Order no. 76-3140

History

72. Alessi, Frank Victor, D.A. (descriptive/secondary)
Carnegie-Mellon University, 1975

COMING OF AGE IN AMERICA: A UNIT IN A SENIOR HIGH SCHOOL AMERICAN HISTORY COURSE

American history
Curriculum models
Secondary education
Self-concept
Slow learners
Student attitudes

This author's study consisted of developing and testing a team unit, *Coming of Age in America,* that explored the socialization experiences of youth during four time periods in American history. The four basic elements that determined the substance and structure of the unit were (1) a concern for the characteristics and concerns of the slow learner, (2) a pedagogical approach designed to help slow learners overcome poor self-concepts, (3) a focus on contemporary issues and problems, and (4) a study of institutions and agencies.

Field trials of the unit were conducted in seven classes in New York, Pennsylvania, and Virginia. Pre-unit and post-unit paper and pencil tests showed improvement in attitudes toward learning and in self-esteem. Most teachers who tested the unit expressed enthusiastic approval, and students generally rated the unit highly. 528 pp.

Order no. 76-625

73. Blevins, David Robert, Ed.D. (experimental/secondary)
University of Virginia, 1973

THE RELATIONSHIP BETWEEN THE THEMATIC AND TRADITIONAL APPROACHES TO SECONDARY AMERICAN HISTORY INSTRUCTION AND STUDENT ACHIEVEMENT AND ATTITUDES

Academic achievement
American history
Chronological approach
Course analysis
Minicourses
Secondary education
Student attitudes
Thematic approach

Students taught by the thematic minicourse approach constituted the experimental group for this study, while the control group received a traditional single-teacher chronological mode of instruction. The minicourse method utilized four nine-week electives with four different

teachers.

Posttesting revealed no differences between the two groups in history knowledge and attitudes; that is, the thematic approach produced results at least as good as those achieved with the traditional chronological method. However, students in the experimental group reported that the thematic approach was dull and impractical--a result that might have been caused by some students' having been denied their first-choice electives. 151 pp.

Order no. 73-32424

74. Dolgin, Ann Broder, Ed.D. (descriptive/secondary)
University of Miami, 1973

AN ANALYSIS OF THE ROLE OF BLACKS IN HIGH SCHOOL AMERICAN HISTORY TEXTBOOKS AS PERCEIVED BY SELECTED SOCIAL STUDIES TEACHERS IN AN URBAN FLORIDA COUNTY

American history
Black studies
Content analysis
Secondary education
Tampa, Florida
Teacher attitudes
Textbook bias

After identifying representative ideas that historians and educators believed essential to an understanding of the black American, the researcher constructed an instrument through which 15 American history textbooks could be analyzed by 30 white and 30 black secondary social studies teachers in Tampa, Florida. The researcher also analyzed six additional texts.

The study found that (1) blacks were largely characterized by positive facts; (2) race played a part in teachers' perceptions of the texts; and (3) the racial balance of history textbooks, although some still contain inaccuracies, was improving. It was noted, however, that the textbooks had not yet fully integrated the treatment of blacks into the larger history of the nation. 159 pp.

Order no. 73-25891

75. Johns, Robert Wilson, Ph.D. (historical/general)
Stanford University, 1974

BIOGRAPHICAL HISTORY IN SOCIAL STUDIES

Biographical history
Content analysis
Curriculum development
Historiography

This study was designed to determine whether biographical history is a legitimate form of historical study and, if so, what content and methods are "warrantable."

After analyzing the writings of philosophers of history whose theoretical perspectives ranged from extreme monism to extreme pluralism, the author concluded that all history is to some extent biographical in the sense that it is made by individuals interacting with their social environments. He developed six criteria for assessing the legitimacy of biographical history as a form of historical study. This conceptual framework, the author believes, can provide curriculum developers with "a third strand of reform" to complement the discipline-centered and social-problems-centered approaches. 232 pp.

Order no. 74-13645

76. Kline, William Alan, Ph.D. (historical/general)
Stanford University, 1974

THE AMHERST PROJECT: A CASE STUDY OF A FEDERALLY SPONSORED CURRICULUM DEVELOPMENT PROJECT

Amherst Project
Bruner, Jerome S.
Content analysis
Curriculum development
Educational history
Educational innovation
Federal programs
Inquiry theory
New social studies

This is a historical case study of a federally sponsored curriculum project, one of many based on the notions of inquiry developed by Jerome S. Bruner.

The essential feature of Amherst Project materials was their organization of primary sources around large, abstract "universal questions" which provided both a focus and a reason for studying a given unit of material.

The researcher found that a basic problem with the Amherst Project was that its history orientation precluded many topics that are treated in the "new social studies." As a social studies project, the researcher judged that it was not particularly experimental nor innovative.

In the author's view, the Amherst Project experience illustrates the difficulty of developing curricula outside the school. Even successful curriculum innovations, the author believes, do not appear to be a panacea for the ills of education. 292 pp.

Order no. 74-13649

77. Mattern, Dianna Marie Ragge, Ed.D. (descriptive/secondary)
Ball State University, 1976

AMERICAN URBAN HISTORY AS A PART OF THE SECONDARY CURRICULUM

American history
Curriculum models
Secondary education
Urban studies

This study developed a curriculum unit on American urban history and guidelines for teaching it at the secondary level. The modules deal with urban life in relation to the colonial period, the American Revolution, the frontier period, western expansion, immigration, and the suburban thrust. Cognitive and affective objectives, as well as a pretest and a posttest, are included.

Although the curriculum was not field tested, the author points out that curricula with similar basic assumptions have been field tested by a number of commercial firms, among them the Westinghouse Learning Corporation. 197 pp.

Order no. 77-7615

78. Roach, William Edward, Ed.D. (historical/general)
Syracuse University, 1974

THE CHANGING STATUS OF HISTORY SINCE WORLD WAR II: AN ACCOUNT OF THE MAJOR CURRICULUM CHANGES IN THE SOCIAL STUDIES IN NEW YORK STATE, INCLUDING AN EXAMINATION OF THE CURRENT SITUATION IN FIFTEEN SCHOOL DISTRICTS LOCATED THROUGHOUT THE STATE

Curriculum analysis
Educational change
Educational history
Historiography
New York
Teacher attitudes
Teacher behavior

The purpose of this study was to trace the evolution of the discipline of history within the social studies from World War II to the present time. The author used a representative sampling of teachers from each geographic area in the state of New York. Attitudes, opinions, and practices were examined to establish whether trends in the literature could be supported.

The author concluded that, although history has dominated the social studies during the period covered by the study, the role of history will diminish in the future. 150 pp.

Order no. 76-07407

79. Samec, Charles Edward, Ph.D. (historical/general)
Loyola University (Chicago), 1976

A HISTORY OF THE AMHERST PROJECT: REVISING THE TEACHING OF AMERICAN HISTORY, 1959 TO 1972

American history
Amherst Project
Content analysis
Educational history
Educational innovation
New social studies

The purpose of this dissertation was to present a historical analysis of the Amherst Project from 1959 to 1972.

The first chapter analyzes the major problems discussed by social educators during the 1960s and the relationship of the project to the "new social studies." Chapter 2 describes the origins, organizational structure, activities, and financial problems of the project. Chapter 3 explains the philosophical and psychological bases of the project's learning theory. Chapter 4 examines the curriculum design that was the basis of the 68 units produced by the project. Chapter 5 discusses the relationship of the Amherst Project with teachers and examines the workshop model developed by the project. 141 pp.

Order no. 76-24457

80. Stejskal, Lubor Martin, Ed.D. (descriptive/secondary)
Columbia University, 1976

THE CZECH NATIONAL REVIVAL, 1781-1918: SELECTED READINGS FOR A TEACHING UNIT IN TENTH-GRADE EUROPEAN CULTURE STUDIES

Case-study approach
Curriculum models
Czechoslovakia
European history
Grade 10
Nationalism
Secondary education

This dissertation consists of a teaching unit for tenth-grade European culture studies focusing on the emergence of nationalism among the Czechs. The primary aim of the unit was to provide primary source materials for teachers and students which could be used in a case-study approach to the subject.

The unit contains 38 selections from the writings of people who were important to the creation of the Czech national consciousness between 1781 and 1918. The nature of nationalism, the development of

cultural nationalism before 1848, and the emergence of political nationalism between 1848 and 1918 are discussed. Knowledge objectives and thought questions follow each chapter, and questions for discussion and sample test questions are included after each reading. 333 pp.

Order no. 76-17296

81. Varland, John Robert, Ph.D. (experimental/secondary)
Florida State University, 1976

AN INVESTIGATION OF THE EFFECTS OF AN EXPERIMENTAL COURSE IN UNITED STATES HISTORY ON STUDENT ABILITY TO CONCEPTUALIZE AND TO TRANSFER CONCEPTS TO ISSUES IN INTERNATIONAL RELATIONS

American history
Concept formation
Concept teaching
Curriculum models
Secondary education
Transfer of learning

The course developed in this dissertation consists of six traditional units and six innovative units. Each innovative unit was designed to guide student development of a major concept (conflict, change, power, obligation) and ten related subconcepts. The experimental units used springboards related to teenage experiences.

The results of a field test revealed that the group using the innovative units achieved higher levels of conceptualization skills and concept application ability, while the group using the traditional units achieved a higher level of factual knowledge.

The author concluded that the conceptually oriented teaching of U.S. history has measurable advantages over traditional approaches, and that such an orientation can stimulate students' interest in the study of history. 305 pp.

Order no. 76-29489

Human Relations

82. Clarke, Gerald McKinley, Ph.D. (descriptive/secondary)
Carnegie-Mellon University, 1976

PERSPECTIVES ON THE AMERICAN FAMILY: A HIGH SCHOOL SOCIAL STUDIES CURRICULUM

Cognitive knowledge
Curriculum models
Family studies

Secondary education
Student attitudes
Swissvale, Pennsylvania

The result of this study was a five-unit high school social studies curriculum, *Perspectives on the American Family*, which includes (1) a rationale for the need to involve students in inquiry about the American family, (2) a bibliographic essay, (3) a student text, (4) a teaching guide, and (5) a concluding essay. The curriculum was field tested by students and teachers from the Swissvale (Pennsylvania) Area High School near Pittsburgh.

Results from both impressionistic and statistical data indicated that students made major gains in both knowledge and skills as a result of receiving the curriculum. Although an attitudinal test did not reveal significant change, teachers reported that students using the unit were actively involved in examining critical family life issues. 426 pp.

Order no. 76-23472

83. Lusain, William Earl, Ph.D. (experimental/elementary)
University of Pittsburgh, 1973

THE DEVELOPMENT OF A RATIONALE, DESIGN, AND IMPLEMENTATION OF AN AFFECTIVE READINESS MODEL FOR CULTURALLY DIFFERENT STUDENTS IN ELEMENTARY SCHOOL : APPLIED TO SOCIAL STUDIES

Affective objectives
Cultural differences
Curriculum models
Elementary education
Self-concept
Student attitudes
Teacher attitudes

The purpose of this study was to develop a rationale for and to plan for the implementation of an affective readiness model consisting of four components designed to improve the self-concepts of culturally different students and their instructors: (1) learners' perceptions, (2) instructors' perceptions, (3) interaction of perceptions, and (4) motivation.

The 82 students who participated in this study over a three-week period were subjected to eight experiences sequenced according to the Gibbs theory. The author concluded that the experimental learning experiences had significant effects on both the instructors' and the students' self-concepts and thus on the goal of affective readiness. 217 pp.

Order no. 74-15631

84. Nappa, Zahea Hassen, Ph.D. (historical/general)
University of Oklahoma, 1974

HISTORICAL DEVELOPMENT OF THE INFLUENCE OF HUMAN RELATIONS CURRICULA IN ELEMENTARY AND SECONDARY EDUCATION, 1962-1972

Educational history
Educational needs
Elementary education
Human relations training
Secondary education

This study was concerned with tracing the influence of human relations training and curricula upon elementary and secondary education through an examination of primary sources and empirical research related to human relations.

The writer concluded that (1) human relations is considered by many to be a means of dealing with ethnic problems rather than human problems; (2) there is a strong need to develop human relations curricula for elementary and secondary students; and (3) newly developed curricula need to be empirically tested to determine their influence upon educators and students at all grade levels. 140 pp.

Order no. 75-21195

85. Paces, James Joseph, D.A. (historical/secondary)
Carnegie-Mellon University, 1976

COURTSHIP AND MARRIAGE: THE AMERICAN EXPERIENCE--A CURRICULUM UNIT FOR SENIOR HIGH SCHOOL STUDENTS

Curriculum models
Family studies
Secondary education
Social history

This curriculum dissertation examines the institutions of courtship and marriage during (1) the colonial period, (2) the 19th century, and (3) the present day.

The dissertation includes a rationale that explains the educational theory and major goals of the curriculum, a bibliographic essay that synthesizes sociological and historical research about courtship and marriage, and a sociological section that reviews possible orientations for family study and illustrates the advantages of employing the developmental approach.

The curriculum component of the dissertation features a student booklet containing a variety of materials. Audiovisual materials are included. A teacher's guide is also part of the unit.

The unit was field tested in four high schools. The results of the field test, which was drawn from a variety of sources and evaluative instruments, are included in the dissertation. Proposed revisions of the curriculum unit based on the findings also appear in the evaluation section. 417 pp.

Order no. 76-18075

86. Rocco, John Alexander, Ed.D. (experimental/elementary)
Rutgers University, 1974

AN INTRUSION OF AN ORIGINAL UNIT, *SELF-ESTEEM AND HUMAN RELATIONS IN THE ELEMENTARY SCHOOLS*, FOR THE DEVELOPMENT OF PERSONAL AND SOCIAL ADJUSTMENT AS MEASURED BY THE CALIFORNIA TEST OF PERSONALITY

Affective objectives
Curriculum models
Elementary education
Human relations training
Self-concept
Social relations

The purpose of the study was to evaluate the effectiveness of an original unit, *Self-Esteem and Human Relations in the Elementary School*, to determine whether it had a positive effect on the personal and social adjustment of elementary students. The unit consists of 110 transparencies, tapes, role-playing situations, and discussion activities.

The researcher found that use of the unit resulted in a significantly higher rating for the experimental group in total personality adjustment as measured by the California Test of Personality (Form AA).

The dissertation concludes with a discussion of the implications of the findings. 127 pp.

Order no. 74-27316

87. Sucher, Mary Wadsworth, Ed.D. (experimental/elementary)
Brigham Young University, 1975

THE USE OF FOREIGN FICTION TO IMPROVE CROSS-CULTURAL UNDERSTANDING IN SOCIAL STUDIES

Affective objectives
Baltimore County, Maryland
Cross-cultural training
Cultural pluralism
Elementary education
Grade 7
Student attitudes
Supplementary reading materials

The purpose of this study was to determine (1) whether reading translations of award-winning books from cultures being studied in social studies classes would significantly increase knowledge of and positive attitudes toward people living in the countries under study and (2) whether a student's sex had any effect on predisposition to do the reading.

During 1974-1975 the researcher established control and experimental groups in the seventh grade of a junior high school in Baltimore County, Maryland. Student performance was measured by a teacher-made knowledge test of Africa and the Middle East, together with a modification of the Osgood Semantic Differential Technique to measure changes in attitude.

The study did not reach definite conclusions because of the great variability between classes and the initial lack of randomization. However, the researcher's null hypothesis--that of no treatment effect--was not rejected. 147 pp.

Order no. 76-13581

International Education

88. Currin, Harles Brown, Ph.D. (descriptive/secondary)
Syracuse University, 1973

AMERICAN SECONDARY SCHOOL STUDENTS AND FOREIGN CULTURE AREAS: AN ANALYSIS OF THE INTERRELATIONSHIPS OF KNOWLEDGE, ATTITUDE, IMAGE, AND CONCEPTUAL LEVEL USING AFRICA AS A CASE STUDY

Affective objectives
Africa
Cognitive knowledge
Cross-cultural training
Cultural pluralism
Secondary education
Student attitudes

This study tested the hypothesis that there were no correlations significant at the .05 level among four variables: knowledge of Africa, attitude toward Africa, image of Africa, and conceptual level, whether the variables were correlated in pairs, sets of three, or a set of four. Even though the null hypothesis was rejected, there emerged no pattern of significant correlation which could be explained by current theories of attitude, image, or conceptual level.

The author found that there appears to be no significant relationship between factual knowledge of a foreign culture area and attitude toward that area. Educators who justify studying about other cultures by arguing that acquisition of factual knowledge will generate positive attitudes and images will receive little encouragement from this dissertation.

The study seemed to demonstrate that simplistic approaches to the problem of attaining affective educational objectives in intercultural social studies are unlikely to be successful. No single variable or set of variables was identified which might serve educators as a tentative curricular guide for achieving the affective goal of cross-cultural understanding. 196 pp.

Order no. 74-10141

89. Garland, William Emery, Jr., D.A. (descriptive/secondary)
Carnegie-Mellon University, 1974

CITIES IN WEST AFRICA: A CURRICULUM UNIT FOR ABLE HIGH SCHOOL STUDENTS

Africa
Cross-cultural training
Curriculum models
High achievers
Secondary education
Urban studies

The heart of this dissertation is a curriculum unit for above-average high school juniors and seniors. The three-topic unit contains 25 activities in sequence. Each activity is designed to require one average-length period of instruction. Each topic is structured around a process of inquiry and focuses on a single major aspect of West African city life. The topics employ a variety of media and instructional strategies.

The unit's strengths and weaknesses, as indicated by a field test, are discussed. The author recommends some key changes and the use of further and broader-scale field tests. 441 pp.

Order no. 74-26641

90. Yun, Sei Chul, Ph.D. (historical/secondary)
Northwestern University, 1974

AN ANALYSIS OF MODERNIZATION IN CHINA (1842-1949) FOR TEACHING SECONDARY SOCIAL STUDIES

Asian history
China
Content analysis
Secondary education

This study attempts to identify the difficulties facing China as it moved from premodern to modern status as a nation. The author examines both the impact of modernization on the Chinese cultural tradition and the effects of that tradition on the modernization

process. Of particular relevance to social studies teachers are the author's suggestions for using this analysis of the modernization of China as a standard for assessing the adequacy of textbook chapters on China. 304 pp.

Order no. 74-28786

Law Instruction

91. Baker, Patricia Ellis, Ed.D. (experimental/secondary)
State University of New York, Buffalo, 1975

THE EFFECTS OF A COMMUNITY-RESOURCE-BASED LAW CURRICULUM UPON THE ATTITUDES AND KNOWLEDGE OF SENIOR HIGH SCHOOL SOCIAL STUDIES STUDENTS

Cognitive knowledge
Community resources
Course analysis
Legal education
Secondary education
Student attitudes

The purpose of this study was to determine the impact and influence of a one-semester, nontext, outside-speaker/community-resource-based, law-focused curriculum unit on the attitudes and knowledge of high school students. Experimental and control groups were used. The research design employed a post-only experimental-control static group strategy.

The results of the study led to the conclusion that an increase in knowledge does not necessarily lead to a corresponding change in attitudes and that legal education, even when community based, tends to be more descriptive than analytical. Further, the researcher found that students exposed to community-based resources do gain a greater knowledge of their political/legal environment. 222 pp.

Order no. 75-27361

92. Nosack, William Ray, Ed.D. (descriptive/elementary)
Brigham Young University, 1976

LAW-RELATED INSTRUCTION AS IT AFFECTS THE KNOWLEDGE, BEHAVIOR, AND ATTITUDE OF JUNIOR HIGH SCHOOL STUDENTS

Cognitive knowledge
Course analysis
Elementary education
Inservice education
Legal education
Student attitudes
Utah

The purpose of this study was to assess the impact of an inservice training program for teachers on the attitudes, behaviors, and learning of their students.

The research, done in Utah in 1974-75 and utilizing a pretest-posttest strategy with a variety of instruments on control and experimental groups of students, found no significant differences in performance in the targeted areas between students whose teachers had received the training and those whose teachers had not.

In short, law-related inservice instruction for teachers was found not to be effective in altering the knowledge and attitudes of their students. 113 pp.

Order no. 76-2563

93. Frye, Evelyn McCrary, Ph.D. (descriptive/secondary)
George Peabody College, 1976

A STUDY OF THE EFFECTS OF A HIGH SCHOOL PSYCHOLOGY COURSE IN COUNSELING ON THE SELF-CONCEPTS AND INTERPERSONAL SKILLS OF ADOLESCENTS

Course analysis
Human relations training
Interpersonal competence
Parent attitudes
Psychology
Secondary education
Self-concept
Tennessee

This course, conducted in a Tennessee high school, used Carkuff's Human Resource Developmental Model (1972). The focus of research was on the model's effect on students' self-concepts and interpersonal skills and on the child-rearing attitudes of the students' parents.

As a result of data analysis, it was concluded that significant and positive changes in self-concepts and interpersonal effectiveness occurred following participation in the curriculum-based counselor-education course. It was further concluded that the course may influence the quality of parent-child relationships and contribute to positive shifts in the child-rearing attitudes of parents. 160 pp.

Order no. 77-3103

Psychology

94. Greenstone, James Lynn, Ed.D. (descriptive/secondary)
North Texas State University, 1974

A CURRICULUM BASED ON THE HALF-UNIT PSYCHOLOGY ELECTIVE IN TEXAS HIGH SCHOOLS

Curriculum development
Psychology
Secondary education
Teacher attitudes
Texas

This study presents a curriculum guide to supplement the half-unit psychology elective offered in Texas high schools. Information on existing high school psychology courses was drawn from a number of sources, both nationally and within the state of Texas. Further, a survey of the 111 psychology teachers in the 85 secondary schools in Texas which offer psychology courses was conducted. Counselors and experts were also surveyed.

The researcher found relatively little published information that might provide guidelines for a high school psychology curriculum. A survey of all states failed to produce a single statewide curriculum guide.

The survey revealed a high level of agreement on five basic curriculum areas recommended by the Texas Education Agency and five areas developed by the researcher. Concepts, content, and instructional strategies were developed for each curriculum area. 151 pp.

Order no. 75-7038

Religious Studies

95. Bolts, Thomas William, Ph.D. (descriptive/secondary)
Carnegie-Mellon University, 1976

THE EXPERIENCE OF AMERICAN CATHOLICS AND THEIR CHURCH: A CURRICULUM UNIT FOR HIGH SCHOOL STUDENTS

Affective objectives
Catholicism
Cognitive objectives
Curriculum models
Religion
Religious attitudes
Roman Catholic students
Secondary education
Self-concept
Student attitudes

The curriculum unit developed in this dissertation consists of three parts: the contemporary scene, the period between 1870 and 1920, and the future. The objectives of the curriculum are (1) acquisition of knowledge, (2) development of positive attitudes toward learning, (3) development of learning skills, (4) growth of inquiry skills, (5) growth of academic self-concepts, and (6) clarification of students' values on issues related to American Catholicism.

Among the learning tools and experiences used to achieve the stated objectives are readings, maps, charts, graphs, pictures, value questions, and out-of-class individual and group activities.

The unit was field tested at Central Catholic High School in Pittsburgh with the following results: (1) a significant increase in selected facts, concepts, and generalizations about American Catholicism, (2) a moderate increase in learning and inquiry skills, and (3) a significant increase in positive attitudes toward learning and in academic self-concepts. 432 pp.

Order no. 76-18071

96. Miller, Allen Ray, Ed.D., (historical/secondary)
University of Kansas, 1973

RELIGION IN KANSAS HIGH SCHOOL SOCIAL STUDIES

Curriculum analysis
Kansas
Religion
Religious attitudes
Secondary education
Teacher attitudes

The purpose of this study was to determine the instructional status of religion as a topic in Kansas high school social studies classes. Descriptive information gained from a questionnaire and historical research techniques were used for this dissertation.

One of the 17 major findings was that a majority of those surveyed had positive feelings about teaching religion. The respondents felt that teachers should try to remain neutral when teaching religion and that religion ought to be handled by social studies departments. 179 pp.

Order no. 73-30778

Slow Learners

97. Chilton, Gilbert Lee, Ph.D. (experimental/elementary)
George Peabody College, 1976

THE EFFECTS OF A SOCIAL STUDIES CURRICULUM DESIGNED FOR SLOW-LEARNING STUDENTS ON SELF-CONCEPT, ATTITUDE TOWARD LEARNING, AND USING GRAPHIC MATERIALS

CMSSCC
Course analysis
Elementary education
Fenton, Edwin

Graphic skills
Self-concept
Slow learners
Student attitudes

This investigation concerned the effects of a curriculum program, *The Americans: A History of the United States*, on the development of more-positive self-concepts, better attitudes toward learning, and basic graphic materials skills in slow learners. The program was developed by the Carnegie-Mellon Social Studies Curriculum Center under the editorship of Edwin Fenton.

Analysis of data obtained from a field experiment indicated that *The Americans* had not produced significant changes in the students in any of the areas of interest. As a result the study offers recommendations about adoption of new materials and further evaluation of *The Americans*. 105 pp.

Order no. 77-3097

Theory

98. Brandt, Joseph John, Ed.D. (historical/general)
University of North Dakota, 1973

A STUDY OF CHARLES A. BEARD'S PHILOSOPHY OF EDUCATION

Beard, Charles A.
Educational change
Educational philosophy

This historical study used a variety of Beard's writings on education and history to try to identify his views toward change in the educational system.

The study found that (1) Beard endorsed change that was based on a knowledge of why men act as they do; (2) Beard thought education should reflect the same realism as history by creating change that was consistent with changes in society; (3) Beard recommended that the social sciences be studied as one composite rather than as separate disciplines.

In Beard's pedagogical view, education has an obligation to change on the basis of a realistic view of man, education should not be shackled by ideologies, and teachers should be free to teach without fear of pressure groups. 72 pp.

Order no. 74-4142

99. Dublin, Peter Howard, Ed.D. (descriptive/general)
Columbia University, 1973

NEW SOCIAL STUDIES CURRICULA IN A SOCIOLOGY OF KNOWLEDGE PERSPECTIVE

Affective objectives
Content analysis
Curriculum models
Educational innovation
Educational sociology

This dissertation introduces an alternative social studies curriculum using a critical framework drawn from a sociology of knowledge. The research was prompted by the inadequacies the author perceived in his study of innovative curriculum materials.

It was concluded that social studies curriculum materials must (1) help students develop a sense of their own biography, (2) help students come to a fuller understanding of the nature of their society and the ways in which knowledge is embodied in social life, and (3) help students build their own institutions.

The author concludes the dissertation by suggesting some kinds of social studies curriculum materials that could be generated by using the sociology-of-knowledge critique and its implications. 204 pp.

Order no. 73-24065

100. Glasheen, Patricia, Ed.D. (historical/general)
Boston University, 1973

THE ADVENT OF SOCIAL STUDIES, 1916: AN HISTORICAL STUDY

Educational change
Educational history
NEA

The purpose of this study was to examine the beginnings of social studies education in this country. The following specific questions were asked: (1) What were the historical antecedents and significance of the components of the definition of social studies that were derived from an analysis of the 1916 NEA Social Studies Committee Report? (2) What were the social, educational, and personal factors that produced the social studies as a new school subject? (3) What practices and events were related to the notion of social studies presented in the 1916 Committee Report? 227 pp.

Order no. 73-23563

101. Hughes, Clarence Edward, Ph.D. (historical/general)
University of Missouri, 1974

CULTURAL PLURALISM VERSUS CULTURAL ASSIMILATION AS A SUGGESTED PERSPECTIVE FOR SOCIAL STUDIES EDUCATION

Acculturation
Content analysis
Cultural pluralism
Educational philosophy
Ethnocentrism
Racial attitudes

This study had two major purposes: (1) to develop a philosophical perspective that could serve as the basis of a democratic philosophy of education by critically examining cultural assimilation through comparative analysis of the views of several theorists and (2) to evaluate the curricular materials recommended by a select number of national social studies projects.

The author concluded that cultural pluralism provides the more-relevant perspective from which to view and direct American society toward the ideals of democracy. Assimilation, on the other hand, appeared to imply a racial-supremist or ethnocentric position. 240 pp.

Order no. 75-20074

102. Knorr, Harry Francis, Ed.D. (descriptive/elementary)
Temple University, 1976

AN APPLICATION OF THE CURRICULAR CLAIMS OF THE ROBINSON STUDY: IMPLICATIONS FOR SEVENTH-GRADE SOCIAL STUDIES

Bruner, Jerome S.
Content selection
Curriculum theory
Educational philosophy
Elementary education
Grade 7
Robinson study

The major aim of this study was to investigate, through use of the Robinson curriculum framework, whether a curriculum framework serves as a basis for the selecting and ordering of content. The researcher postulated that programs based on a curricular framework have the potential to differentiate curriculum content and instruction, and that differentiation of these may lead to the development of an evaluative ethic in schooling.

Selected curriculum claims of Jerome Bruner were examined for their potential application to the development of seventh-grade social studies programs. The researcher found at least one inconsistency:

Bruner's proposition that "structure" consists of at least "ideas" and "concepts" was neither described nor explained. The terms were used synonymously; thus Bruner failed to develop a logically consistent argument for his approach.

The dissertation concluded that the Robinson study was worthy of critical assessment by competitive social studies specialists. 107 pp.

Order no. 76-15847

103. Leriche, Leo Walter, Ph.D. (historical/elementary)
Washington University, 1974

THE WIDENING HORIZONS CONCEPT IN ELEMENTARY SOCIAL STUDIES EDUCATION, 1903-1965

Content analysis
Educational history
Educational innovation
Elementary education
Hanna, Paul R.
McMurray, Charles A.
Wesley, Edgar
Widening-horizons concept

This historical study traces the development of the widening-horizons concept in elementary schools. The concept pictures education as a series of ever-widening concentric circles, beginning with the home and expanding to include state, country, and world. The roots of the concept are traced to Pestalozzi, Rousseau, Locke, and others.

A major focal point is the work of Charles A. McMurray, who attempted to develop a widening-horizons history curriculum in the early part of the 20th century. In addition, Paul Hanna and Edgar Wesley were interviewed for the study as advocates of the widening-horizons concept.

The study concludes with a critique of published criticisms of the concept. Further, a brief survey of current social studies materials indicates that many aspects of the widening-horizons concept are still being used. 219 pp.

Order no. 75-6605

104. Maxey, Frances Burns, Ed.D. (descriptive/general)
University of Mississippi, 1975

A CRITICAL STUDY OF THE SOCIAL STUDIES PERSPECTIVE OF JAMES ALBERT MICHENER

Content analysis
Michener, James A.

This study sought to discover the author James A. Michener's attitudes toward social studies education in America.

Seven of Michener's works were analyzed in an effort to determine what concepts he derived from the major social science disciplines. Michener's concern for the value of education and of social education in particular was a recurring theme. 120 pp.

Order no. 76-460

105. Nelson, Murry Robert, Ph.D. (historical/general)
Stanford University, 1975

BUILDING A SCIENCE OF SOCIETY: THE SOCIAL STUDIES AND HAROLD O. RUGG

Biographical history
Educational history
Rugg, Harold O.
Teachers College

This study sought to analyze the educational contributions of Harold Rugg, particularly in the social studies. His career is traced, with emphasis on his work at the Lincoln School of Teachers College, Columbia University, in the early 1920s.

The researcher used a wide variety of sources, including works by and about Harold Rugg. Interviews and exchanges of letters with colleagues and friends of Rugg help shed further light on his controversial career. Rugg's concepts of social studies, the rationale for his approaches, and the causes for his decline are explored in this study.

An annotated bibliography of all major works by Harold O. Rugg is included. 275 pp.

Order no. 75-25578

106. Paynter, William Howard, Ph.D. (historical/general)
Ohio State University, 1974

A PHILOSOPHICAL EVALUATION OF JEROME S. BRUNER'S PSYCHOLOGY IN RELATION TO THE THEORY AND PRACTICE OF SOCIAL STUDIES TEACHING

Bruner, Jerome S.
Center for Cognitive Studies
Cognitive psychology
Educational history

An attempt was made in this study to assess the pedagogical importance of the cognitive psychology of Jerome S. Bruner and his associates at the Harvard University Center for Cognitive Studies to teachers of social studies.

A principal finding of this study was that Brunerian cognitive psychology

carries with it explanations based on such indeterminate formulation as to preclude effective empirical testing. The researcher concluded that, if the pedagogical import of a psychological explanation rests on its empirical validity, Brunerian psychological explanations in their present formulation have, at best, uncertain import. 169 pp.

Order no. 74-24382

107. Sykes, George, Ed.D. (historical/secondary)
Columbia University, 1973

THE HUMANITIES MOVEMENT AND THE SEARCH FOR CURRICULUM UNITY IN SECONDARY EDUCATION

Curriculum theory
Educational history
Humanistic education
Humanities
Secondary education

This study traces the historical and pedogogical lineage of the humanities movement in the secondary schools. Beginning with the challenge to the elitist classical curriculum of the early 19th century, the author explores the various forces which tended to strengthen or weaken the humanities in colleges. According to the author, colleges have largely failed to provide a liberal and humane education; thus secondary schools must make this goal central to their purposes.

The humanities movement insists that human values should be the integrative core of the curriculum in order to achieve that elusive unity in which students' lives and what they are taught are not separated in theory or in the classroom.

After reviewing the host of obstacles which militate against a more-humanistic approach, the author concludes with the hope that secondary-school curricula will become more integrated and purposive through a more-humanistic focus; in this endeavor, the humanities movement could provide a bridge from the past to the future in American education. 158 pp.

Order no. 75-6477

INSTRUCTION

Audiovisual, Simulation

108. Coats, James Harold, Jr., Ed.D. (experimental/secondary)
Auburn University, 1973

A COMPARATIVE STUDY OF THE EFFECTS OF SIMULATION AND TRADITIONAL TEACHING ON STUDENT ACHIEVEMENT, ATTITUDES, MOTIVATION, AND INTERPERSONAL RELATIONS IN ELEVENTH-GRADE AMERICAN HISTORY

Academic achievement
American history
Course analysis
Grade 11
Secondary education
Simulations
Student attitudes

During a two-week period, the experimental group for this study was taught using the simulation *Democracy*, while another class was taught by traditional textbook methods.

The simulation group showed significantly greater achievement, more-positive attitudes, and stronger motivation than the control group. Greater rates of change in positive attitudes both toward the class and toward interpersonal relations were also noted in the experimental group. 72 pp.

Order no. 73-31617

109. Elsnes, James Roger, Ed.D. (experimental/secondary)
University of Colorado, 1974

THE EFFECTS OF PLAYING A SIMULATION GAME ON THE COGNITIVE ACHIEVEMENT AND ATTITUDES TOWARD INTERNATIONAL COOPERATION OF SECONDARY STUDENTS

Academic achievement
Boulder, Colorado
Course analysis
International attitudes
Secondary education
Simulations
Student attitudes

The purpose of the study was to investigate the impact of a simulation game *(Oil Islands Dispute)* on the cognitive achievement and attitudes of students from the Boulder, Colorado, area. A total of 285 students participated in the game, while 315 students were in the control group. Immediately following the game, which required one class period,

both groups were given posttests to measure cognitive growth and attitudinal changes toward international cooperation.

It was found that the simulation game had no impact on student cognitive achievement or on attitudes toward international cooperation. Personal variables, on the other hand, proved to be important considerations. 235 pp.

Order no. 75-13427

110. Gunter, Sandra Kay, Ph.D. (descriptive/elementary)
University of South Carolina, 1975

THE DEVELOPMENT OF A NEW SOCIAL STUDIES TELEVISION SERIES FOR THE STUDY OF SOUTH CAROLINA AT THE THIRD-GRADE LEVEL WITH LESSON GUIDE FOR THE INSTRUCTIONAL TELEVISION SERIES, *SANDLAPPER'S CORNER*

Audiovisual aids
Curriculum models
Elementary education
Grade 3
Instructional television
South Carolina

The purpose of this study was to develop a social studies series for instructional television that could be used in the study of South Carolina at the third-grade level. The study comprised the following tasks: (1) establishing a need for the series, (2) developing the instructional television series and a related teacher's guide, (3) establishing a rationale for its use in the elementary schools of South Carolina, and (4) evaluating the effects of the series.

The major hypothesis established was that third-grade pupils, after viewing the series, would show significant improvement. Using a T-test for related measures, four of the five lessons tested in 22 classes proved to be significant at the .01 level.

From the findings, the researcher made the following recommendations: (1) more instructional television productions should be produced; (2) more social studies programs should be produced for the primary grades; (3) more systematic evaluation and field testing should be included in these productions; and (4) more in-depth evaluative data are needed about instructional televisional series. 402 pp.

Order no. 76-10501

111. Klingler, George S., Ph.D. (descriptive/secondary)
University of Iowa, 1974

A SURVEY OF THE CURRENT USE OF AUDIO TECHNOLOGY AND A STUDY OF SELECTED FACTORS AFFECTING AUDIO USAGE IN THE TEACHING OF SOCIAL STUDIES IN IOWA SECONDARY SCHOOLS

Audiovisual aids
Iowa
Secondary education
Teacher attitudes
Teaching methods

The researcher sought to determine the extent to which Iowa teachers use audio in their instruction, the availability of audio equipment in the schools, and the opinions of teachers about using audio technology in their instruction.

The findings showed that teachers used audio alone less than other audiovisual media. Both the supply of materials and the positive attitudes of teachers indicate that more use of audio is possible. Users of audio seem to hold more-positive views of the medium than nonusers. School organization, audiovisual training, and teaching experience were not factors in determining whether audio was used. However, it was found that teaching load and the use of audio in the classroom were positively related. 171 pp.

Order no. 74-21917

112. Phair, Anthony Joseph, Ph.D. (experimental/elementary)
Catholic University of America, 1975

COMPARISON OF COGNITIVE LEARNING FROM A 16MM MOTION PICTURE, A 35MM SOUND FILMSTRIP, SOUNDTRACK ONLY, AND PRINTED NARRATION, USING IMMEDIATE AND DELAYED RETENSION SCORES IN SIXTH-GRADE SOCIAL STUDIES

Audiovisual aids
Cognitive knowledge
Elementary education
Grade 6
Multimedia instruction
Retention
Teaching methods

This experimental study compared cognitive learning from film, filmstrip, audio only, and print in sixth-grade social studies. Both immediate and delayed learning were measured, and the results were compared with the special area test of the Comprehensive Test of Basic Skills (CTBS). The population of the study consisted of 92 sixth-grade male and female students from four intact classes in two separate schools.

The findings of this study suggested that media using combined visual and auditory communicative modes result in more-effective learning than sound or print alone. The film and the filmstrip were more effective than the printed narration and the soundtrack. Print was found to be more effective than the auditory presentation. 96 pp.

Order no. 76-3781

113. Postma, Charles Henry, Ed.D. (experimental/secondary)
Ball State University, 1973

SIMULATION IN HIGH SCHOOL SOCIAL STUDIES: STUDENT COGNITIVE RETENTION AND PUPIL-TEACHER AFFECTIVE PERCEPTIONS

American history
Course analysis
Retention
Secondary education
Simulations
Student attitudes
Teacher attitudes

The subject population for this experimental study consisted of 294 students and six teachers. The experimental group participated in a simulation exercise in American history over a five-week period. Each teacher taught an experimental group and a control group.

Use of the simulation seemed to encourage classroom participation and interest, in addition to a host of other positive outcomes. The students who were given the experimental treatment showed a decline in these positive developments after returning to traditional instructional patterns. Males and females reacted somewhat differently to portions of the simulation. Teachers viewed the simulation as a valuable pedagogical tool. 343 pp.

Order no. 74-01727

114. Roberts, Nancy Helen, Ed.D. (descriptive/elementary)
Boston University, 1975

A DYNAMIC FEEDBACK SYSTEMS APPROACH TO ELEMENTARY SOCIAL STUDIES: A PROTOTYPE GAMING UNIT

Curriculum models
Elementary education
Feedback approach
Games
Student attitudes

This study involved the development of a unit designed to investigate the following questions: (1) Can dynamic feedback systems thinking--a thinking level usually taught in college or beyond--be taught to fifth- and sixth-graders? (2) Will the strategies used to teach dynamic feedback systems thinking increase interest and participation in social studies? (3) Will a computerized word game increase students' sense of control over their future?

This study concluded that (1) dynamic feedback systems thinking was successfully taught to the fifth- and sixth-graders; (2) the teacher's background knowledge in dynamic feedback systems was not a critical

variable; (3) this unit, including the game, did not lead to an increase in the students' general interest in social studies; and (4) students' sense of control over their future significantly increased. 202 pp.

Order no. 75-20964

115. Ward, J.K., Ph.D. (historical/general)
University of Maryland, 1975

A METHODOLOGICAL STUDY OF THE RESEARCH ON SOCIAL STUDIES INSTRUCTIONAL SIMULATION

Educational theory
Research analysis
Simulations

This study is an inquiry into the inconclusiveness that characterizes the research on instructional simulation. The purposes were to examine (1) the theoretical foundations of instructional simulation, (2) the questions posed for investigation in the research to date, (3) the methodologies used in the research, and (4) possible alternative directions for future research.

From approximately 200 studies and dissertations, the author formulated a research sample consisting of 35 experimental studies. The results of the research indicated that (1) the analysis of theoretical foundations showed a series of complementary conceptions of instructional simulation and loosely associated rationales; (2) the nature and topics of questions posed for investigation were questionable and few; and (3) a host of questions remain unasked for research purposes. 280 pp.

Order no. 76-18724

116. Wieseman, Robert Anthony, Ed.D. (experimental/elementary)
University of Kentucky, 1974

THE EFFECT OF SIMULATION GAMING IN THE SOCIAL STUDIES UPON STUDENT RACIAL ATTITUDES

Course analysis
Elementary education
Racial attitudes
Simulations
Student attitudes

This investigation attempted to determine the effectiveness of a simulation gaming technique in comparison with that of a modified lecture-discussion technique on the social attitudes of fifth- and sixth-grade

students. The simulation game used, *Equality*, was concerned with racial attitudes. Results of the investigation indicated generally that there was no significant difference. 99 pp.

Order no. 75-18526

Case Study Method

117. Baugher, Shirley Ann Lewis, Ph.D. (historical/general)
Northwestern University, 1973

THE THEORY AND USE OF THE CASE STUDY IN THE SOCIAL SCIENCES AND THE SOCIAL STUDIES

Case-study approach
Dewey, John
Educational theory
New social studies
Piaget, Jean
Teaching methods

The following aspects of the case-study method are given extensive treatment in this dissertation: (1) the steps involved in case reasoning, (2) the cognitive skills used in case reasoning, (4) the role of experience in case reasoning, and (5) the applicability of case reasoning to the student's life outside the classroom. Two examples of case studies are explored.

In the course of the study, the author examines the theories of Piaget, Dewey, and advocates of the "new social studies" as they are related to case reasoning. The advantages of using the case-study method and case reasoning are analyzed in some detail. 508 pp.

Order no. 75-30530

Cognitive Processes, Critical Thinking, Inquiry

118. Ahler, Janet Goldenstein, Ph.D. (descriptive/secondary)
University of Missouri, 1974

A CROSS-CULTURAL COMPARISON OF MEANING ASCRIBED TO SOCIAL STUDIES CONCEPTS

Acculturation
American Indian students
Concept formation
Cultural differences
Secondary education

The purpose of this study was to determine if there were patterned differences between a group of culturally similar American Indian high school students and a group of white American high school students in ascribing meaning to 20 selected social studies concepts.

The data indicated that substantial subjective meaning differences existed between Indians and whites, but that negligible differences existed between traditional Indians and acculturated Indians. 150 pp.

Order no. 75-15958

119. Baker, Robert Lawrence, Ed.D. (descriptive/secondary)
Syracuse University, 1974

THE USE OF INFORMATIONAL ORGANIZERS IN NINTH-GRADE SOCIAL STUDIES

Cognitive processes
Educational theory
Grade 9
Secondary education

The purpose of the study was to investigate the effects of an operationalized instructional approach to reception learning in ninth-grade social studies classes on the progressive differentiation of subject matter.

Phase 1 of the study examined changes in the learning and retention of ninth-graders following the task of reading a social studies passage of 2,500 words. Phase 2 examined the social studies knowledge of ninth-graders, as measured by two criteria, after a six-week unit of classroom instruction.

The investigator arrived at the following conclusions: (1) the use of informational organizers significantly enhanced learning and retention of information in "low verbal" and "high verbal" subjects; (2) the educational significance of studies relevant to cognitive structure theory cannot be determined until they are operationalized for the classroom and investigated within the classroom environment. 150 pp.

Order no. 76-07397

120. Barchi-McBroom, Barbara Ann, Ph.D. (descriptive/elementary)
University of Michigan, 1975

TEACHER USE OF NEW SOCIAL STUDIES SKILLS AND BEHAVIORS AND SIXTH GRADE STUDENTS' PERCEPTIONS OF CLASS ACTIVITIES

Curriculum analysis
Elementary education
Grade 6
New social studies
Student attitudes
Teacher behavior

The purpose of this study was to assess the classroom impact of the "new social studies." The two-part study investigated teachers' use of behaviors required by the emphasis on inquiry and explored the relationship of these behaviors to students' perceptions of social studies class activities.

Evidence from the study indicates that in 1973-74 the new social studies curricula had not yet penetrated all classrooms, and that there was no clear system of providing teachers with training and practice in the use of these curriculum materials. No significant correlation was found between students' perceptions of class activities and teachers' instructional intentions.

The study suggests that the teacher's role as learning facilitator continues to be the crucial focus in the movement toward inquiry-based teaching. 240 pp.

Order no. 75-29174

121. Bonner, Forrest Michael, Ph.D. (descriptive/secondary)
University of Maryland, 1974

COMPARATIVE ORGANIZER EFFECTIVENESS IN TELEVISED NINTH-GRADE SOCIAL STUDIES

Advance organizers
Audiovisual aids
Ausubel, David P.
Cognitive processes
Grade 9
Instructional television
Secondary education

The researcher in this study attempted to measure the effectiveness of a comparative advance organizer, as postulated by David P. Ausubel in his subsumption theory of school learning.

No significant differences in verbal ability were found between treatment groups receiving different types of introductory material. The researcher recommended that Ausubel's theory be further analyzed to determine whether the learning of low-ability students is facilitated through the use of comparative organizers. 123 pp.

Order no. 75-17711

122. Brannen, Buster Duke, Ph.D. (descriptive/secondary)
Purdue University, 1973

AN INVESTIGATION OF THE INQUIRY QUESTIONING STRATEGIES USED BY SECONDARY SOCIAL STUDIES TEACHERS

Inquiry training
Questioning techniques

Secondary education
Teacher attitudes
Teacher behavior

The three objectives of this study were (1) to describe the inquiry questioning behaviors used by social studies teachers, (2) to compare teachers' images of themselves with their actual inquiry patterns, and (3) to assess the degree to which teachers perceived that they were helped by training experiences in the use of inquiry question techniques Thirty secondary social studies teachers volunteered to respond to questionnaires and to make a video or audio tape of a "typical" lesson.

On the basis of a variety of findings, the author offered these conclusions: (1) the majority of secondary social studies teachers do not use inquiry questioning methods, even though the teachers view themselves as using them, and (2) college courses and inservice programs were viewed as having been most helpful in developing inquiry questioning skills. 125 pp.

Order no. 74-04936

123. Bullard, Elizabeth Moore, Ed.D. (historical/secondary)
Duke University, 1975

CONCEPTUALIZING SOUTH ASIAN CULTURE: A PEDAGOGICAL APPROACH TO A PROBLEM IN SOCIAL STUDIES

Asia
Concept teaching
Content analysis
Cross-cultural training
Secondary education
Sequential approach
Teaching methods

This study was an attempt to examine the need for new approaches to the teaching of social studies--specifically, a sequential concept approach.

The author began by reading all of the pertinent literature on secondary-level textbooks dealing with cultures. A scheme was then devised whereby the dissertation would take shape in two parts: (1) a rationale for a culture-concept study and (2) a demonstration of the key concepts applicable to a specific culture.

The author culminated the study by defending the conceptual approach to the study of a culture. 243 pp.

Order no. 75-29539

124. Bush, Harold Lee, Ed.D. (descriptive/elementary)
University of the Pacific, 1976

AN INVESTIGATION OF EIGHTH GRADE PUPILS' UNDERSTANDING OF QUANTITATIVE CONCEPTS FROM UNITED STATES HISTORY TEXTBOOKS

American history
Cognitive knowledge
Content analysis
Elementary education
Grade 8
Quantitative concepts

The purpose of this investigation was to determine the types of quantitative concepts found in eighth-grade U.S. history textbooks and students' understanding of these concepts.

A test on quantitative concepts designed by the investigator was given to 263 students from 12 eighth-grade classes in three neighboring school districts.

The researcher concluded that as children mature their understanding of such concepts increases. Yet, even by the eighth grade, students understand only about two-thirds of the quantitative concepts that they encounter in their texts. The major implication of this study is that students, primarily girls, do not have sufficient opportunity to apply logical thought to concrete problems involving quantitative terms. 317 pp.

Order no. 76-22

125. Carlson, Camille Annette, Ed.D. (experimental/secondary)
Wayne State University, 1975

EFFECT OF TEACHING CRITICAL THINKING SKILLS THROUGH THE USE OF A PRESCRIBED MODEL IN SECONDARY SOCIAL STUDIES

Cognitive knowledge
Course analysis
Critical thinking
Detroit, Michigan
Secondary education

This study sought to determine if a significant gain in critical thinking could be achieved by using a prescribed model in social studies. In a three-week experiment conducted at East Detroit (Michigan) High School, 205 students were randomly selected from ten social studies classes in five content areas and divided into control and experimental groups. The teachers taught both control and experimental groups in their content areas, and all students were pretested and posttested using the Glaser Critical Thinking Appraisal. One of the five

experimental groups using the prescribed model showed a significant gain in critical thinking skills, based on a t-score value at .05 level of significance.

The researcher recommended for further study: (1) a minimum unit of ten weeks, (2) inservice training of teachers, (3) better measures of critical thinking--for example, tape-recorded oral testing and anecdotal notes logged by teachers. 84 pp.

Order no. 76-10927

126. Coleman, Joseph Thomas, Jr., Ed.D. (experimental/elementary)
Virginia Polytechnic Institute and
State University, 1976

THE RELATIVE EFFECTS OF A BIAS RECOGNITION PROGRAM ON THE BIAS PERCEPTION LEVEL OF EIGHTH-YEAR SOCIAL STUDIES STUDENTS

Bias recognition
Course analysis
Elementary education
Ethnocentrism
Grade 8
Political attitudes
Racial attitudes
Religious attitudes
Sexual attitudes
Student attitudes

The problem of this study was to ascertain to what degree a bias recognition program would increase the bias-perception level of eighth-grade social studies students. Hypotheses were set covering five subset areas: ethnocentric, religious, political, sexist, and racial bias recognition.

The conclusion drawn from the study was that the program had positive results in all subset areas. Therefore, the researcher argues, there is a need for a more-systematic approach toward offering a skills-oriented curriculum in public schools. He also concludes that a bias-recognition test should be developed which can be further refined to more-effectively measure this skill area. 103 pp.

Order no. 76-3851

127. Corey, Anita Louise, Ph.D. (descriptive/elementary)
Syracuse University, 1974

A COMPARISON OF THE LEVELS OF QUESTIONS AS THEY REFLECT THE PROMOTION OF CRITICAL THINKING SKILLS IN THREE THIRD-, FOURTH-, AND FIFTH-GRADE SOCIAL STUDIES TEXTBOOKS

Content analysis
Critical thinking
Elementary education
Questioning techniques

One purpose of this study was to determine whether questions in the social studies textbooks examined required levels of critical thinking beyond the literal level by third-, fourth-, and fifth-grade students. A second purpose was to evaluate the extent to which critical thinking was fostered by the questions.

The results of the study indicated that objectives related to the promotion of critical-thinking skills are not being adequately met. In two of the textbook series examined, more than half of the questions sampled were at the literal level. The author provides suggestions for further research. 147 pp.

Order no. 75-10531

128. Crawford, Jonathan Andrew, Ph.D. (descriptive/secondary)
University of Wyoming, 1976

AN INVESTIGATION OF THE TRANSFER OF CRITICAL THINKING SKILLS FROM LANGUAGE ARTS TO SOCIAL STUDIES

Critical thinking
Secondary education
Transfer of learning

The purpose of this research was to investigate the transfer of critical-thinking skills from one discipline to another--specifically, from English to social studies. The subjects were 75 students at Hahnville High School, Boutte, St. Charles, Louisiana. On the basis of the data, the researcher came to the following conclusions: (1) treatment and sex interact to improve critical-thinking skills in treated females; (2) treatment interaction with race, status, or type is not a factor affecting critical-thinking skills; (3) sex, race, status, type, classification, and treatment do not affect critical-thinking skills. 83 pp.

Order no. 77-3254

129. Dumbleton, Duane Dean, Ed.D. (experimental/secondary)
University of Georgia, 1973

THE EFFECTS OF GUIDED INQUIRY AND EXPOSITORY MATERIALS ON COGNITIVE LEARNING, RETENTION, AND TRANSFER IN A SOCIAL STUDIES UNIT FOR SECONDARY-LEVEL STUDENTS

American Indian students
Cognitive knowledge
Course analysis

Curriculum models
Inquiry training
Retention
Secondary education
Transfer of learning

The purpose of this experimental study was to compare the effectiveness of two samples of self-instructional guided inquiry materials on students' performance, as measured by tests of cognitive learning, retention, immediate transfer, and delayed transfer.

The investigator used two versions of his treatment unit, *Education for American Indians*. Only the method of organization of the content material differed. A test group of 108 students from two Bureau of Indian Affairs schools cooperated in the experiment. The test results showed that neither method of instruction appeared to be significantly superior. 306 pp.

Order no. 74-04785

130. Federici, James Anthony, Ph.D. (experimental/college)
Texas A & M University, 1974

THE EFFECTIVENESS OF THREE SOCIAL STUDIES TEACHING-LEARNING SITUATIONS IN FOSTERING AFFECTIVE AND COGNITIVE CHANGE

Affective objectives
Audiovisual aids
Cognitive objectives
College instruction
Multimedia instruction
Simulations
Student attitudes
Teaching methods
Texas A & M University

The researcher sought to determine whether students exposed to three different instructional modes (lecture/discussion, simulation game/discussion, film/discussion) would learn different amounts of conceptual content and undergo shifts in attitude toward a current social issue. The subjects, undergraduate students at Texas A & M University, were pretested and posttested.

The results showed that use of a simulation game/discussion mode had the most positive effect on changing student attitudes. No statistically significant differences in effectiveness in teaching content were found between the three selected instructional modes. 152 pp.

Order no. 75-2848

131. Fenner, Shawna Pamela, Ph.D. (experimental/elementary)
Wayne State University, 1975

THE EFFECTS OF MATCHING TEACHING METHODS TO STUDENTS' PERCEPTION-JUDGEMENT STYLES ON THE SELF-CONCEPTS OF EIGHTH-GRADERS IN SOCIAL STUDIES

Broudy, Harry S.
Detroit, Michigan
Elementary education
Grade 8
Individualized learning
Jung, Carl G.
Lotas, Alexis
Self-concept
Student attitudes

The purpose of this study was to determine the effectiveness of a schema (based on C.G. Jung's psychological typology and on teaching methods identified by Harry S. Broudy and Alexis Lotas) designed to provide for individual differences by matching teaching methods with students' perception-judgment styles.

Approximately 240 eighth-graders at a suburban Detroit junior high school were the subjects for this experiment. Half the students were assigned to the control group; the experimental group was divided into four classes.

The researcher found that the interaction of initial self-concept with treatment caused significant gains in scores for self-concepts of general ability, and that males' self-concepts of general ability exceeded those of females. 293 pp.

Order no. 76-10940

132. Hartshorn, Edwina, Ph.D. (experimental/elementary)
University of North Carolina, 1974

THE PREDICTION OF ACHIEVEMENT IN A DRAMATIC PLAY PROGRAM FOR TEACHING A SECOND-GRADE SOCIAL STUDIES CURRICULUM

Cognitive knowledge
Creativity
Divergent thinking
Dramatics
Elementary education
Grade 2
Interpersonal competence
Locus of control

The purpose of this study was to examine the relationship between various student characteristics and achievement in a specific dramatic play program designed to teach a second-grade social studies curriculum focusing on neighborhood and community.

Using a variety of statistical methods, the researcher found that (1) factual learning in the dramatic play program was influenced more by social skills than by intellectual ability and (2) locus of control was an extremely important variable in predicting change in student learning and performance, especially in the realm of creativity and divergent thinking. 136 pp.

Order no. 74-26882

133. Hunter, Robert Livingston, Jr., Ed.D. (descriptive/elementary)
University of Maine, 1973

QUESTIONS AS FACILITATORS OF AFFECTIVE DEVELOPMENT: AN EVALUATION OF COGNITIVE AND AFFECTIVE TASKS IN ELEMENTARY SOCIAL STUDIES

Affective objectives
Cognitive objectives
Content analysis
Elementary education
Grade 5
Questioning techniques

Seventeen audiotaped fifth-grade classroom sessions provided data for this study, which sought to determine what provisions were being made for the affective development of the fifth-grade social studies student.

The researcher approached the problem by comparing the objectives and questions in teacher and student editions of three fifth-grade texts with actual classroom situations. He also looked for discrepancies within texts, between texts, and between teacher and student editions with respect to cognitive and affective emphases.

The findings showed significant differences in ten of the twelve comparisons made. The researcher concluded that the questions asked by both teachers and students did not accurately reflect the affective objectives contained in the texts. 152 pp.

Order no. 74-10110

134. Jensen, Hal M., Ed.D. (experimental/elementary)
Brigham Young University, 1976

A STUDY OF THE EFFECT OF THREE INSTRUCTIONAL TECHNIQUES ON THE ABILITY OF FIFTH-GRADE STUDENTS TO COMPREHEND THEIR SOCIAL STUDIES TEXTBOOKS

Comprehension
Elementary education
Grade 5
Teaching methods

The purpose of this investigation was to determine the effects of three methods of instruction on the social studies gain scores of fifth-grade students whose reading levels had been identified by a cloze test.

One hundred forty students from the San Juan school district were used this study. Analysis of variance revealed that no method used was superior to any other, but that the teacher and the reading level of the student made a difference. 167 pp.

Order no. 77-4833

135. Kerr, William Gordon, Ed.D. (experimental/elementary)
Wayne State University, 1975

A STUDY OF DESIGNATED AFFECTIVE BEHAVIORS OF HIGH SCHOOL STUDENTS ENROLLED IN MINICOURSES AND TRADITIONAL COURSES

Affective behavior
Attendance
Course analysis
Grade 11
Minicourses
Secondary education
Student attitudes
Teacher attitudes

The author of this study sought to compare the behaviors and attitudes of 11th-grade students enrolled in minicourses with those of students enrolled in traditional courses. Students' attitudes toward school, the course, and teachers were scrutinized. Teacher attitudes were also surveyed. In addition, student absence records were used as an indicator of preference for minicourses.

The study found that minicourses did not appear to have an impact on student attitudes toward school. However, students in minicourses did have more-positive attitudes toward the courses and the teachers than those enrolled in a more-traditional form of instruction. In addition, teachers of minicourses revealed a more-positive attitude toward both their students and the teaching profession than those in traditional settings. Finally, students in minicourses did not have a better attendance record than students enrolled in more-traditional courses.

The author concluded that scheduling may have a very significant influence on student and teacher attitudes toward school and each other. 120 pp.

Order no. 75-25286

136. Kniep, Willard Martin, Ph.D. (experimental/elementary)
University of Minnesota, 1974

A STUDY OF THE EFFECT ON SOCIAL STUDIES ACHIEVEMENT OF HIGH-LEVEL QUESTIONS WITH CONDITIONS OF PRIOR TRAINING AND POSITIVE REINFORCEMENT

Academic achievement
Elementary education
Questioning techniques
Reinforcement
Teacher behavior
Teaching methods

This study was an outgrowth of previous research showing that high-level teachers' questions--questions that go beyond recall--are effective in fostering social studies achievement in elementary children. The purpose of this study was to compare the effects of three instructional strategies on 104 fifth-grade students. Each strategy used high-level questions at least 70 percent of the time, and each varied the supporting conditions under which the high-level questions were asked.

The researcher concluded that the use of high-level questions fosters both recall and the ability to respond to high-level questions. Providing systematic reinforcement produced positive results, while setting expectation levels was detrimental when not followed by reinforcement. 193 pp.

Order no. 74-17259

137. Mathias, Robert Owen, Ed.D. (experimental/elementary)
University of Pittsburgh, 1973

ASSESSMENT OF THE DEVELOPMENT OF CRITICAL THINKING SKILLS AND INSTRUCTION IN GRADE EIGHT SOCIAL STUDIES IN MT. LEBANON HIGH SCHOOL DISTRICT

Critical thinking
Elementary education
Grade 8
Instructional materials
Mt. Lebanon, Pennsylvania

This experimental study involved 737 eighth-grade students in 25 social studies classes. Existing instructional materials were used by both groups, with the treatment group receiving supplementary materials selected for this study for a period of eight weeks.

The critical-thinking skills of the experimental group were enhanced by the materials, but the following conclusions were also drawn: (1) mental ability and critical-thinking ability are significantly related; (2) ability to read and critical-thinking ability are positively related; (3) critical-thinking ability and socioeconomic background are related; and (4) a relationship exists between social studies grades and the ability to think critically.

The author noted that teachers need only a limited degree of additional training to use the specific instructional materials employed in this study. 212 pp.

Order no. 73-21223

138. McDonald, Robert Hugh, Ed.D. (descriptive/secondary)
Wayne State University, 1973

THE EFFECT OF RETROBRIEFING PROCEDURES ON GROUP THINK AND DECISION MAKING IN A SOCIAL STUDIES CLASSROOM SIMULATION

Decision making
"Group think"
Problem solving
Retrobriefing
Secondary education
Simulations
Teaching methods

The focus of this study was to test the effectiveness of retrobriefing for reducing "group think" and improving decision making in classroom simulations. Retrobriefing is a procedure that requires the individual to look back at the source of the problem, consider likely consequences, and reexamine possible solutions.

The use of retrobriefing in this study proved to be a significant factor in facilitating problem solving and reducing "group think" and faulty decision making. The author offered recommendations for further study. 141 pp.

Order no. 74-11133

139. Medoff, Fay S., Ph.D. (descriptive/elementary)
New York University, 1973

A STUDY OF SEVENTH-YEAR CLASSES IN SCIENCE, MATHEMATICS, ENGLISH, AND SOCIAL STUDIES TO DETERMINE THE RELATION OF VERBAL INTERACTION WITH PUPIL ABILITY, PUPIL SELF-IMAGE, AND LEVEL OF QUESTIONING

Academic achievement
Elementary education
Grade 7
Questioning techniques
Self-concept
Teacher behavior
Verbal interaction

This descriptive study sought to assess the relationship between verbal interaction and ability, self-image, and level of questioning in a wide range of seventh-grade classes.

It was found that student verbal participation was related neither to ability nor to self-image. Teachers with high I/D ratios asked significantly more high-level questions. English and social studies teachers asked more divergent and evaluative questions than science or math teachers. This type of question was found to result in a higher level of response from students. 111 pp.

Order no. 74-12850

140. Rappaport, Sandra Joyce, Ph.D. (descriptive/secondary)
Columbia University, 1974

TEACHER-STUDENT QUESTIONING AND APPROVAL/DISAPPROVAL BEHAVIOR IN HIGH SCHOOL SOCIAL STUDIES

Questioning techniques
Reinforcement
Secondary education
Teacher behavior
Verbal interaction

This study was designed to investigate the types and rates of questions asked by teachers and students to determine whether the findings of previous research would be replicated. Further, the types of responses and the use of teacher verbal approval and disapproval were examined to investigate the role of reinforcement as a variable in maintaining the high frequency of teacher "memory" or "fact" questions and the low frequency of student questioning.

Analysis of the data showed that observed teachers asked approximately ten questions to every student question. Definition questions of isolated fact and noninstructional managerial content accounted for the majority of questions. Less than 5 percent dealt with the content of established principles, theories, or concepts. Less than 20 percent of all teacher questions and less than 10 percent of all student questions involved application, comparison and/or contrast, analysis and/or synthesis, or evaluation.

Correct answers from students provided teachers with positive reinforcement. Students tended to use questions that had a high probability of teacher verbal approval. It was found that teachers generally give little reinforcement to student questioning. 146 pp.

Order no. 74-28524

141. Roberts, Howard Frederick, Jr., Ph.D. (experimental/secondary)
United States International University, 1973

A SOCIO-DRAMATIC EXPERIMENT IN THE SOCIAL STUDIES

Civics
Course analysis
Secondary education
Sociodrama

The author of this study sought to determine whether the use of sociodrama in conjunction with the regular social studies course would provide more-effective instruction than the regularly established program. An experiment was conducted during a high school summer session with two groups of 40 students enrolled in a civics course.

From the findings it was concluded that: (1) the sociodramatic experience is effective in comparison with the regular course used in the study; (2) the regular course is inadequate; (3) sociodramatic work may lead to positive affective outcomes; and (4) there is a need to develop more-accurate test instruments. 130 pp.

Order no. 73-22687

142. Simpson, Jack Diener, Ph.D. (experimental/general)
University of Washington, 1975

THE EFFECTS OF CRITICAL PROPERTY IDENTIFICATION AND FORM OF INSTANCE PRESENTATION ON CHILDREN'S CONCEPT ATTAINMENT IN THE SOCIAL STUDIES

Cognitive processes
Concept formation
Critical properties
Instance presentation

The purpose of this study was to determine to what extent certain variables identified in studying concept attainment in a highly controlled laboratory situation can influence attainment of a social studies concept. The researcher hypothesized that two variables, critical property identification and instance presentation, affect the ease of attainment of a selected social studies concept.

The first hypothesis predicted a higher score for subjects who identified two levels of critical properties instead of one. This hypothesis was upheld.

The second hypothesis predicted a proportionally higher score for subjects as instance presentation forms changed from an example to a description to a definition. This hypothesis was also supported. 127 pp.

Order no. 76-17627

143. Sistrunk, David Francis, Ed.D. (experimental/secondary)
Mississippi State University, 1976

THE EFFECT OF LECTURE AND PROJECT METHODS OF INSTRUCTION UPON SPECIFIC TEACHER AND STUDENT BEHAVIORS IN THE CLASSROOM AND ACHIEVEMENT IN SOCIAL STUDIES

Academic achievement
Grade 11
Mississippi

Secondary education
Teacher behavior
Teaching methods

The major purpose of this study was to compare two modes of instruction--the lecture method and the project method--to determine what correlations existed between classroom interaction profiles and students' immediate and residual achievement.

The population consisted of all 11th-grade students enrolled in a private academy in Mississippi. These were divided into two treatment groups and randomly assigned to be taught by either the lecture method or the project method.

The research design called for a pretest, a posttest, and a post-posttest. Analysis of covariance was used as the statistical model for measuring achievement gains.

The researcher found that the lecture method led to a statistically higher level of achievement on the posttest, while the project method led to significantly more teacher and student involvement in student-oriented activities. 92 pp.

Order no. 76-20772

144. Smith, Maureen Bernadette, Ph.D. (descriptive/elementary)
Columbia University, 1973

TEACHER-PUPIL QUESTIONING AND APPROVAL/DISAPPROVAL BEHAVIOR IN ELEMENTARY SOCIAL STUDIES

Elementary education
Questioning techniques
Teacher behavior
Verbal interaction

This study was conducted to investigate the type and frequency of questions asked by teachers and pupils, the frequency with which the questions elicited congruent responses, and the extent to which teachers expressed verbal approval and disapproval of pupils' responses and questions.

A two-dimensional classification system, the Analysis of Classroom Questioning Behavior (ACQB), was used to record the questions and responses of 33 teachers and 759 pupils in 11 first-grade, 11 third-grade, and 11 fifth-grade social studies classes.

The results were analyzed in terms of kinds of questions, differences in grade responses, rate of questions, congruence of responses, and extent of teacher approval and disapproval. 105 pp.

Order no. 73-26638

145. Tenenbaum, Arlene Bonita Katz, Ph.D. (descriptive/general)
Stanford University, 1976

THE EFFECTS OF ORGANIZATION AND CONTEXT UPON COMPREHENSION OF SOCIAL STUDIES TEXT

Cognitive processes
Comprehension
Content analysis
Context clues

The purpose of this study was to examine the effects on text comprehension of two kinds of variables in textbooks: (1) organization of information and (2) context. Comprehension was tested by immediate recall and recognition of factual details, main ideas, and inferences. A fractional factorial design for 32 subjects was selected to accommodate the many substantive and control variables.

The data revealed that, of all the contextual variables, only previous knowledge contributed to an increase in the amount of information recalled. Performance on the recognition tasks varied according to different dimensions of organization.

The study concludes that, while teachers and researchers can probably ignore all contextual factors except previous knowledge, the subject matter and organization of the reading assignment will influence performance on recognition tasks. 128 pp.

Order no. 76-13082

146. Wright, David Paul, Ph.D. (descriptive/elementary)
University of California, Berkeley, 1975

INTERACTIONS BETWEEN INSTRUCTIONAL METHODS AND INDIVIDUAL APTITUDES IN THE TEACHING OF CRITICAL THINKING IN SOCIAL STUDIES

Critical thinking
Elementary education
Grade 6
Individualized learning
Teaching methods

The major purpose of this study was to determine if it is appropriate to use different teaching methods for different learners. Statistical interactions and 12 aptitude variables were examined in 275 sixth-grade pupils.

The investigation provided empirical grounds for the desirability of teaching different learners differently in order to maximize their aptitudes and attainments and humanize and personalize their education. 149 pp.

Order no. 76-15430

147. Wright, Edward Wilson, Ed.D. (experimental/elementary)
Indiana University, 1973

A COMPARATIVE STUDY OF SOCIAL STUDIES ACHIEVEMENT AND RANKING UNDER THREE MODES OF TEACHING IN THE DAVIESS COUNTY, KENTUCKY, SCHOOLS

Academic achievement
Daviess County, Kentucky
Elementary education
Grade 6
Multimedia instruction
Problem solving
Student attitudes
Teaching methods

The study attempted to discover (1) whether pupils in a problem-solving social studies program would achieve a higher score on the Sequential Tests of Educational Progress than students in a basal text or multimedia program and (2) whether students in problem-solving courses would view social studies more favorably. The author selected 150 sixth-grade students for the experiment.

The results showed that problem-solving programs tend to enhance achievement and to foster more-desirable student attitudes toward social studies than textbook or multimedia programs. 102 pp.

Order no. 74-02726

Ethnic Studies

148. Bickley, Ancella Radford, Ed.D. (descriptive/secondary)
West Virginia University, 1974

A STUDY OF THE EFFECTS OF TEACHING A UNIT ON BLACK CULTURE TO CLASSES OF PREDOMINANTLY WHITE HIGH SCHOOL STUDENTS

Black studies
Course analysis
Ethnic studies
Morgantown, West Virginia
Racial attitudes
Secondary education
Student attitudes

The objective of this study was to determine whether a unit on black culture would have an impact on the racial attitudes of a group of predominantly white high school students in Morgantown, West Virginia. Two of three groups of students were exposed to a black-culture course which lasted 20 class periods.

Analysis of test results after the treatment revealed no significant differences within or between the three groups. Further, there was

no significant difference between the students taught by a black teacher and the students taught by a white teacher. The researcher concluded that if the teacher's effect is indeed neutral, material drawn from black culture can be handled just as effectively by white teachers. 133 pp.

Order no. 75-4967

149. Finer, Neal B., Ph.D. (descriptive/secondary)
University of Texas, 1975

MEXICAN CULTURE: A SENIOR HIGH SCHOOL ELECTIVE COURSE USING ART AND SOCIAL STUDIES

Art
Cross-cultural training
Curriculum models
Humanistic education
Latin American Cultural Project
Mexican studies
Multidisciplinary approach
Secondary education

This study produced a curriculum design consisting of seven major instructional units for use in a one- or two-trimester presentation. The unit employs many of the key ideas of the Latin American Cultural Project at the University of Texas.

The project offers a complete instructional package on Mexican culture, including a section on curriculum design and implementation and lessons on Mexico's contemporary art and architecture. The four basic criteria used in selecting materials were (1) humanistic focus, (2) contemporary viewpoint, (3) balanced, interesting, and accurate treatment, and (4) multidisciplinary approach. 242 pp.

Order no. 75-24863

150. Newman, John Joseph, Ed.D. (descriptive/secondary)
Northern Illinois University, 1974

EFFECTIVENESS OF AN EDUCATIONAL SIMULATION IN TEACHING ETHNIC STUDIES TO HIGH SCHOOL STUDENTS

Ethnic studies
Racial attitudes
Secondary education
Simulations
Student attitudes
Teaching methods

This study investigated the efficacy of the use of *Sunshine*, a simulation of ethnic relations and racial conflicts in a hypothetical American community, on students' attitudes toward and knowledge of ethnic studies. The efficacy of the simulation method was measured by a comparison with a conventional lecture-discussion method.

While use of the simulation had no apparent effect on the learning of ethnic studies concepts, it produced several positive effects in students' attitudes toward ethnic studies and perceptions of the effectiveness of instruction, particularly in the male portion of the sample. 254 pp.

Order no. 74-11743

151. Orzech, Miriam Weitz, Ph.D. (experimental/secondary)
Oregon State University, 1974

ATTITUDES OF HIGH SCHOOL STUDENTS TOWARD THREE SELECTED ETHNIC GROUPS AS AFFECTED BY PARTICIPATION IN AN ETHNIC STUDIES PROGRAM

Course analysis
Ethnic studies
Racial attitudes
Secondary education
Student attitudes

The purpose of this study was to determine whether participation in an ethnic studies course would produce a statistically significant change in the attitudes of white middle-class high school students toward three selected minority groups. A secondary aim was to assess the impact of in-depth contact with ethnic minority teachers on prejudice in students.

An experimental/control group, pretest/posttest strategy was selected for the research. The results of the experiment showed that the ethnic studies course had a positive effect on students' attitudes toward the ethnic minority groups, while the control group students showed no such attitudinal changes. 100 pp.

Order no. 74-23451

152. Simms, Ruby Jean, Ed.D. (experimental/secondary)
Louisiana State University, 1976

THE EFFECTS OF BLACK STUDIES INSTRUCTION ON THE SELF-CONCEPTS OF SENIOR HIGH SCHOOL STUDENTS

Black students
Black studies
Course analysis
Ethnic studies
Secondary education
Self-concept

The purpose of this study was to investigate the effects of black studies instruction on the self-concepts of 121 black senior high school students enrolled in six sections of American history. Ten categories of the Tennessee Self Concept Scale were used. The data obtained from the randomized group posttest design was analyzed by means of the *t*-scale. The .05 level of confidence was established for the study.

After testing the three experimental groups and three control groups established by the researcher, it was found that no statistically significant differences occurred in any group's attitudes toward self-criticism, identity, self-satisfaction, physical self, personal self, or social self. Nor were statistically significant differences found between the self-concept scores of females in the experimental and control groups in self-criticism, identity, physical self, personal self, social self, or total image. In one category, moral-ethical self, a statistically significant difference was observed between the mean score of the combined experimental and control groups and the mean score of all male students. Trends toward change in self-concept were observed in some other categories. 170 pp.

Order no. 76-25283

Evaluation, Testing

153. Billingsley, Raymond Lee, Ph.D. (descriptive/elementary)
University of Mississippi, 1976

AN ASSESSMENT OF THE SOCIAL STUDIES ACHIEVEMENT OF THIRTEEN-YEAR-OLDS IN RURAL PUBLIC SCHOOLS OF NORTH MISSISSIPPI

Academic achievement
Elementary education
Grade 8
Mississippi

The geographic area of the study consisted of all Mississippi counties crossed by or north of U.S. Highway 82. Twenty schools were randomly chosen, and 20 students were tested from each school using 58 NAEP social studies exercises.

The researcher found no significant difference between the scores of male students and female students. He found that nonblacks performed better than blacks and that the 13-year-olds tested in this study gave fewer acceptable responses to the NAEP exercises than did students in the 1971-72 NAEP extreme rural sample of 13-year-olds. A number of research recommendations were included. 200 pp.

Order no. 77-1397

154. Muir, Mary Sharon Pray, Ph.D. (descriptive/elementary)
University of Nebraska, 1976

CONSTRUCTION OF A DEVICE TO MEASURE THE COGNITIVE OUTCOMES OF INQUIRY SOCIAL STUDIES

Cognitive knowledge
Cognitive objectives
Elementary education
Evaluation models
Holt Databank system
Item analysis
MACOS
Taba Social Studies Curriculum

Seventy-five items judged to reflect the cognitive levels of comprehension, application, analysis, and evaluation formed the basis of an experimental test which was administered to 694 students in grades four, five, and six. The students were receiving either the Holt Databank System, *Man: A Course of Study*, or the Taba Social Studies Curriculum. Item analysis was used to select the 40 items which functioned best; the author used these to create a Test for Inquiry Social Studies (TISS).

The results of the experiment showed that the TISS was readable, valid and reliable. The test was also able to detect which students were inquiry students and which were not. 115 pp.

Order no. 77-912

155. Namey, Norman David, Ed.D. (descriptive/elementary)
Lehigh University, 1975

A COMPARISON OF RELATIONSHIPS AMONG CLOZE GAIN SCORES AND GRADES IN SOCIAL STUDIES

Academic achievement
Cloze procedure
Elementary education
Grade 7
Grades

The main purpose of the study was to determine what relationships existed between cloze test gain scores, cloze posttest scores, and unit grades for three seventh-grade social studies classes.

The author drew the following conclusions: (1) test scores did not reveal generally significant gains; (2) texts that are too difficult to read minimize cognitive gains; (3) prereading performance determines in large part the success of students in an instructional program; and (4) sex was not a significant factor in determining performance on the tests. 164 pp.

Order no. 75-24009

156. Notar, Charles Edward, Ed.D. (descriptive/secondary)
Memphis State University, 1974

AN ANALYSIS OF TENNESSEE SECONDARY SOCIAL STUDIES EVALUATION BY THE SOUTHERN ASSOCIATION FOR ACCREDITATION, JANUARY, 1969, THROUGH MAY, 1973

Curriculum analysis
Educational needs
Secondary education
Tennessee

The purpose of this study was to describe selected features of social studies education and related practices in secondary schools. The study collected, collated, and analyzed comments and recommendations from the Southern Association of Colleges and Schools' visiting committee reports of Tennessee secondary schools.

A model was developed to provide a format for discovering and reporting patterns and trends. The researcher identified certain informational, procedural, and structural discrepancies that, if corrected, would broaden the usefulness of the visiting committee reports as a data source. Finally, the need for further study was detailed in 19 specific recommendations. 180 pp.

Order no. 75-10068

157. Van Maanen, Delbert Myron, Ed.D. (descriptive/secondary)
University of Northern Colorado, 1974

THE CONSTRUCTION OF A TEST TO MEASURE LIFE INSURANCE KNOWLEDGE, UNDERSTANDING, AND APPLICATION POSSESSED BY SELECTED HIGH SCHOOL STUDENTS

Cognitive knowledge
Consumer education
Content analysis
Evaluation models
Greeley, Colorado
Secondary education

An 84-item test was constructed from an outline to measure students' awareness of life-insurance concepts. After several revisions a 37-item test was administered to 43 students at Greeley (Colorado) Central High School and 99 students at Greeley West High School. The results were analyzed using a variety of techniques.

After reviewing the available tests in business education, the author concluded that they contained sufficient information about life insurance. The problem, however, is that not all students enroll in business education.

The author recommends that, in order to gain greater familiarity with life insurance, high school students should be counseled to enroll in courses that teach such concepts. 123 pp.

Order no. 75-5447

General

158. Carney, Heather Campbell, Ph.D. (experimental/secondary)
Syracuse University, 1973

AN INVESTIGATION OF THE EFFECTS OF THE USE OF ADJUNCT AIDS IN NINTH-GRADE SOCIAL STUDIES

Comprehension
Grade 9
Instructional aids
Problem solving
Secondary education
Teaching methods

The intent of this investigation was to define a teacher-specific instruction technique by which a content-area teacher could use course reading materials to simultaneously convey subject matter and improve students' comprehension of the materials by increasing their active involvement with the ideas contained in the materials. Three classes of ninth-grade students served as subjects for the experiment, which utilized a modified form of the instructional components of Covington's General Problem Solving Program along with adjunct aids suggested by Frase.

The study produced a number of findings which showed that the experimental group generated more "idea units" but did not demonstrate a significantly greater level of knowledge and understanding than the control group. 197 pp.

Order no. 74-08346

159. Darcy, James Edward, Ed.D. (experimental/secondary)
University of the Pacific, 1973

A COMPARATIVE STUDY OF TWELFTH-GRADE SOCIAL STUDIES USING A STUDENT-ACTIVITY METHOD, A TRADITIONAL METHOD, AND A COMBINATION TRADITIONAL-ACTIVITY METHOD OF INSTRUCTION

Cognitive knowledge
Discipline
Grade 12
Secondary education
Teaching methods

A total of 422 students from three high schools in California participated in this study, which attempted to assess the relative effectiveness of three modes of instruction.

The students taught by a student-activity method showed greater cognitive gains than either the traditional or the combination group, as measured by the Iowa Test of Educational Development. The student-activity group also achieved a significantly better discipline record than the other groups. Few other differences were noted in the outcomes from the three methods of instruction. 151 pp.

Order no. 73-32095

160. Edelson, Rosalyn Carole, Ed.D. (descriptive/secondary)
Columbia University, 1976

AN EXAMINATION OF THE RELATIONSHIPS BETWEEN TEACHER OPENNESS AND STUDENT PARTICIPATION IN SECONDARY SOCIAL STUDIES CLASSES

Secondary education
Student attitudes
Teacher attitudes
Teacher behavior
Verbal interaction

This study was designed to examine what relationships, if any, exist between teacher openness and student participation.

Five categories of teacher behavior were selected as indicative of openness: (1) genuineness, (2) empathetic understanding, (3) acceptance of and respect for students, (4) trust in students, and (5) openness to the exploration and understanding of various perspectives and views.

Eight high school social studies teachers and one class taught by each of these eight teachers participated in the study. The Teacher Openness Questionnaire was used to measure student and teacher perceptions of openness. The researcher concluded that students who perceived their teachers as being open talked more in the classroom about a greater variety of content. 225 pp.

Order no. 76-21016

161. Money, Jack, Ed.D. (experimental/secondary)
University of Southern Mississippi, 1974

A COMPARATIVE ANALYSIS OF CERTAIN VARIABLES IN TWO NINTH-GRADE SOCIAL-STUDIES PROGRAMS

Academic achievement
Course analysis
Educational innovation
Grade 9
Secondary education

This research sought to discover whether there were significant differences in the outcomes of two ninth-grade social studies programs, one of which was innovative and the other traditional.

The impact of the programs on student understanding and achievement was mixed. Neither program did better than the other in total student performance, although each program demonstrated strengths in fostering student performance in certain areas. 86 pp.

Order no. 74-25520

162. Stanton, Mary E., Ed.D. (descriptive/secondary)
Florida Atlantic University, 1976

A NEW USE FOR GENERALIZATIONS IN THE TEACHING OF WORLD HISTORY

Cognitive objectives
Curriculum models
Generalizations
Secondary education
World history

The purpose of this study was to design an experimental world history course around scientifically designed generalizations from the social sciences.

The generalizations selected for this project were drawn from a master list originally established by the Colleges of Social Science and Education of Stanford University between 1952 and 1960. Learning objectives dictated the attitude of the instructor, the content of the course, and the desired performance of the students.

The author concluded that the experimental model was successful in both design and implementation. 267 pp.

Order no. 76-23974

163. Talley, Walter Bryan, Ed.D. (descriptive/college)
Northwestern State University of Louisiana, 1973

THE DEVELOPMENT OF INSTRUCTIONAL INNOVATIONS IN SOCIAL STUDIES AS THEY COMPARE WITH PRACTICES AND OPINIONS IN SELECTED JUNIOR COLLEGES OF TEXAS

College instruction
Curriculum analysis
Educational innovation
Supervisor attitudes
Teacher attitudes
Texas

The goals of this study were (1) to assess the use of innovative techniques employed in selected junior college social studies programs and (2) to survey opinions about innovation held by social studies department chairmen. Further, the researchers sought to compare the backgrounds of the department chairmen of the ten most innovative schools with those of the department chairmen of the ten least innovative schools.

Among a variety of findings, it was concluded that, although the department chairmen surveyed had misconceptions about the meaning of the term *innovation*, they felt that innovation was important. 145 pp.

Order no. 74-09278

Grouping, Organization

164. Gould, Jean Letch, Ph.D. (descriptive/elementary)
University of Iowa, 1973

AN INVESTIGATION OF ELEMENTARY SOCIAL STUDIES ACHIEVEMENT IN SELF-CONTAINED AND DEPARTMENTALIZED CLASSROOMS IN IOWA

Academic achievement
Departmentalized instruction
Elementary education
Iowa
Self-contained classrooms
Student attitudes

The researcher sampled 38 Iowa school districts, 69 schools, 251 classrooms, and 8,680 intermediate-grade students to try to assess a variety of factors relating to social studies achievement and student attitudes.

The following conclusions were among those reached as a result of the sampling: (1) higher achievement was associated with departmentalization of instruction at the sixth-grade level; (2) the achievement of students taught by teachers with 40 or more semester hours of college credit in the social sciences was not significantly different from that of students taught by teachers with 20 or fewer hours; (3) fourth- and fifth-graders' achievement was significantly higher when taught by experienced teachers (ten or more years); and (4) students who disliked social studies activities achieved significantly higher scores than students who liked the activities. 189 pp.

Order no. 74-16628

165. Murphy, Jeanne Payne, Ph.D. (descriptive/secondary)
Catholic University of America, 1975

CHANGE IN STUDENT PERCEPTIONS OF SOCIAL STUDIES FOLLOWING THE INTRODUCTION OF ELECTIVES PROGRAMS ON THE TWELFTH-GRADE LEVEL IN COMPREHENSIVE HIGH SCHOOLS

Baltimore County, Maryland
Elective courses
Grade 12
Secondary education
Student attitudes

The purpose of this study was to determine whether twelfth-grade students developed more-positive attitudes toward social studies as a result of being introduced to a new electives program in the social studies.

The sample consisted of 203 twelfth-grade students in six high schools in Baltimore County, Maryland. The study population consisted of three groups: (1) students in elective courses in the social studies, (2) students in required courses, and (3) students in mandatory courses.

The researcher concluded that there was a significant difference between the perceptions of social studies of students receiving an electives program and those of students not receiving an electives program, and that difference was due to the treatment and not to any other factor. 148 pp.

Order no. 76-3780

166. Murphy, Margaret M., Ed.D. (experimental/general)
Rutgers University, 1973

SOCIAL STUDIES IN A NON-CLASSROOM SETTING

Consumer education
Curriculum models
Educational alternatives

This dissertation explores the possibilities of providing social studies education outside the classroom through a review of pertinent literature, presentation of a supermarket experiment, presentation of a classroom experiment, and development and application of a theoretical model. The theoretical model in this case deals with a consumer-credit problem.

The conclusion of the dissertation presents implications of using the model and suggestions for further research. 125 pp.

Order no. 74-08870

167. Newberry, Norman E., Ed.D. (descriptive/secondary)
University of Tennessee, 1975

A STUDY OF ELECTIVE AND TRADITIONAL INSTRUCTION IN SCIENCE AND SOCIAL STUDIES IN SELECTED SECONDARY SCHOOLS

Academic achievement
Grade 12
Elective courses
Secondary education
Student attitudes

The purposes of this study were (1) to determine if second-semester graduating seniors participating in elective social studies and science programs would achieve significantly higher scores on the Stanford Achievement Test, High School Battery (HSB) than their counterparts in a traditional program and (2) to determine which group (elective or traditional) demonstrated greater achievement in grade-point averages, achieved higher standardized test scores, and showed more-positive attitudes toward the curriculum offerings.

The study concluded that where socioeconomic factors and ability levels are comparable, mean scores for the elective group will equal or exceed scores on the same test achieved by students in a traditional program.

Students who had participated in an elective program exhibited attitudes at least as favorable as did students in a traditional secondary school. The author concluded that there does not seem to be much difference in the two kinds of social studies programs if they are administered effectively, staffed by comparable faculties, and taught to comparable students. 103 pp.

Order no. 75-26728

168. Pendergrass, R.A., Ed.D. (descriptive/secondary)
Washington State University, 1973

AN ANALYSIS OF THE VERBAL INTERACTION OF SMALL GROUP DISCUSSION MEMBERS IN SECONDARY SOCIAL STUDIES CLASSES

Discussion
Group behavior
Secondary education
Teacher behavior
Verbal interaction

This study describes and analyses the verbal interaction processes of 26 small-group discussions in selected secondary school (9-12) social studies classes with groups ranging in size from 4 to 15 members.

Using a modification of the Interaction Process Analysis developed by Bales, the researcher analyzed 13 student-led and 13 teacher-led discussions.

It was found that teachers tended to dominate the discussions and that the verbal interaction process was not well distributed among members of the groups. This tendency diminished as the size of the group decreased.

The author concluded, among other things, that students are capable of effective group discussion if the tasks are clearly stated. 139 pp.

Order no. 73-29295

Individualized Learning

169. Klaus, William George, Ph.D. (experimental/general)
Syracuse University, 1975

DOES INDEPENDENT STUDY IN THE SOCIAL STUDIES INFLUENCE STUDENT CONVERGENT THINKING ABILITY, DIVERGENT THINKING ABILITY AND ATTITUDES?

Cognitive processes
Creativity
Divergent thinking
Independent study
Individualized learning
Student attitudes

The object of this dissertation was to examine how independent study was affected by changes in convergent thinking (associated with achievement), divergent thinking (associated with creativity), and student attitudes towards school.

The researcher generalized, on the basis of data collected and analyzed, that independent study (with or without training) did not lead to greater gains in convergent and divergent thinking or in attitudes toward school than did traditional study. 185 pp.

Order no. 76-97592

170. Liggins, Athel Quentin, Ed.D. (experimental/secondary)
George Washington University, 1975

INDEPENDENT INSTRUCTION IN HIGH SCHOOL AMERICAN HISTORY AS COMPARED WITH A TRADITIONAL TECHNIQUE

Academic achievement
American history
Independent study
Individualized learning
Secondary education
Washington, D.C.

The purpose of the study was to determine the impact on student achievement in American history of using independent instruction instead of traditional techniques of teaching. The population included four classes of American history at McKinley High School, Washington, D.C., during the second nine-week period of the 1973-1974 academic year.

Tests of the null hypothesis showed that both groups realized significant gains in achievement with the control group achieving more than the experimental group.

The investigator concluded that American history can be successfully taught by either a traditional technique or by an independent-study technique. Achievement gains alone failed to provide enough information to determine which technique is better. 89 pp.

Order no. 75-25390

171. McClain, Raymond Bennett, D.A. (descriptive/secondary)
Carnegie-Mellon University, 1976

REACTION AND TOLERANCE IN THE 1920S: A CONTROLLED RESEARCH PAPER UNIT FOR ABLE HIGH SCHOOL STUDENTS

American history
Curriculum models
Grade 11
High achievers
Independent study
Pittsburgh, Pennsylvania
Research skills
Secondary education

In this study, the writer developed a teaching unit designed to help above-average high school juniors develop the skills for writing a history research paper. Additional objectives included building students' confidence in their abilities to complete future assignments requiring independent study and teaching selected aspects of the history of the United States during the 1920s.

The unit, which consists of a set of directions and a packet of 28 magazine articles, was field tested with two classes of above-average students at Peabody High School in Pittsburgh, Pennsylvania.

The writer's full dissertation also includes a rationale, a historical essay, and a concluding evaluation. 292 pp.

Order no. 76-18074

172. Miller, Stephen Dean, Ph.D. (experimental/secondary)
University of Akron, 1973

PERSONALIZED LEARNING IN A HIGH SCHOOL PSYCHOLOGY COURSE: AN EXPERIMENTAL INVESTIGATION

Course analysis
Educational theory
Individualized learning
Psychology
Secondary education

In this study, certain theoretical views (those of Combs, Avila, and Purkey) about the importance of the discovery of meaning in the learning process were implemented in an actual classroom situation.

The experimental treatment consisted of a didactic classroom presentation of beginning psychology material suitable for use at the secondary-school level. The experiment was carried out in a sophisticated manner with several groups of 11th- and 12th-grade students.

The investigation pursued in this study appeared to lend additional support to the position that learning should involve both information and personal discovery of the meaning of the information. The importance of affective components in education was demonstrated by this experiment. 190 pp.

Order no. 73-21382

173. O'Toole, Thomas E., D.A. (descriptive/secondary)
Carnegie-Mellon University, 1976

AN INTRODUCTION TO AFRICAN HISTORY THROUGH A PERSONALIZED SYSTEM OF INSTRUCTION (two volumes)

African history
Curriculum models
Individualized learning
Secondary education

The purpose of this study was to develop a curriculum for an African history course which used a personalized system of instruction. The study represents a major instructional innovation, given that few controlled applications of the Personalized System of Instruction (PSI) to history surveys have been attempted.

The curriculum was characterized by the following elements: (1) student self-pacing, (2) the use of written study guides to communicate teacher directions to students, (3) the unit-perfection requirement that students master each discrete self-contained unit before proceeding to the next, (4) the use of proctors to test and provide immediate reinforcement, and (5) the use of lectures as motivational devices.

The results of the field test proved successful. The premise that an undergraduate history PSI course could be created and taught was validated. 607 pp.

Order no. 76-26259

174. Robinson, Randall Scott, Ed.D. (experimental/elementary)
Temple University, 1973

AN INVESTIGATION OF THE EFFECT THAT A SELF-CONCEPT CONTENT AND PROCESS APPROACH IN THE SOCIAL STUDIES HAS ON THE SELF-CONCEPT OF URBAN BLACK FIFTH-GRADE PUPILS

Affective objectives
Black students
Elementary education
Grade 5
Self-concept
Teaching methods

It was hypothesized that fifth-grade children who were taught social studies through the six-week Self-Concept Content Process (SCCP) unit approach would have more-positive self-concepts when pretest scores were compared with posttest results and that the non-SCCP-taught students would show no significant difference between pretest and posttest scores.

The researcher concluded that the self-concepts of the children in the target group tended to be positively developed when SCCP units were incorporated into the social studies program. No other major significant differences, negative or positive, were discovered between the SCCP treatment group and the control group. 144 pp.

Order no. 73-23354

175. Roe, Melvin William, Ed.D. (experimental/college)
Montana State University, 1975

A COMPARISON BETWEEN TWO METHODS OF TEACHING SOCIAL STUDIES AT THE COLLEGIATE LEVEL.

Academic achievement
College instruction
Eastern Montana College
Ethnic studies
Individualized learning
Teaching methods

The central problem of this study was to determine if there was any significant difference between the achievement of students taught by the face-to-face instructional method and that of students taught by an individual instructional program dealing with ethnic minority groups.

Seventy-two students enrolled in an ethnic studies course at Eastern Montana College in the fall of 1974 were randomly divided into two groups representing the traditional method and experimental method.

The "no difference" hypothesis established by the investigator was rejected: students in the experimental group scored significantly higher than students in the control group. Students characterized as "low achievers" in the experimental group scored considerably higher than all other students in either group, rejecting a second "no difference" hypothesis of the researcher. 132 pp.

Order no. 75-25756

Political Socialization

176. Bagby, Janice Locey, Ed.D. (descriptive/secondary)
West Virginia University, 1973

A COMPARATIVE ANALYSIS OF POLITICAL ATTITUDE, ACADEMIC ACHIEVEMENT, AND OTHER SELECTED VARIABLES OF HIGH SCHOOL STUDENTS TAKING A PROBLEMS OF DEMOCRACY COURSE WITH STUDENTS NOT TAKING A PROBLEMS OF DEMOCRACY COURSE

Academic achievement
Course analysis
Family impact
Political attitudes
Political socialization
Secondary education
Socioeconomic factors
Student attitudes

This study sought to answer several questions and hypotheses about whether taking a problems of democracy course has a significant impact on students' attitudes and achievement and whether sex, parental influence, or socioeconomic status affect political attitudes and behavior.

Analysis of variance and chi square tests were used to test the hypotheses and questions, with the following results: (1) the taking of a problems of democracy course had little effect on the political attitudes of the students; (2) students' political-party preferences were significantly related to their parents' political affiliations; (3) sex differences had little impact on political attitudes; and (4) no significant relationship was found between socioeconomic class and variables of political liberalism and conservatism. 107 pp.

Order no. 74-194

177. Baughman, John Eugene, Ph.D. (descriptive/secondary)
University of Maryland, 1975

AN INVESTIGATION OF THE IMPACT OF CIVICS ON POLITICAL ATTITUDES OF ADOLESCENTS

Civics
Course analysis
Political attitudes
Secondary education
Student attitudes

The purpose of this study was to investigate the impact of a civics course on the political attitudes of adolescents. The investigator used several dependent variables, among them political participation, attitudes toward authority, and support for the Bill of Rights.

The results appeared to support the contention that civics courses have little or no effect on the political attitudes of adolescents, with the possible exception of attitudes toward authority. The author's results were suggestive rather than conclusive. 212 pp.

Order no. 75-27781

178. Davis, Joan Brick, Ph.D. (descriptive/secondary)
Yale University, 1974

SCHOOL AUTHORITY AND STUDENT ACTIVISM: POLITICAL SOCIALIZATION IN SECONDARY SCHOOLS

Authoritarianism
Permissive environment
Political behavior
Political socialization
Secondary education

This study investigates the impact of the school's climate of authority upon student political participation. The hypotheses that a permissive climate of authority would generate more student activism than an authoritarian environment and that permissive-school activists would exhibit fewer distinctions based on age, sex, and social class were not supported by the evidence.

However, differences between the political styles of students in permissive schools and students in authoritarian schools were apparent. Student perceptions of authority style shaped their political tactics. Activists in authoritarian schools found confrontation justifiable, while in permissive schools the activist elite tended to negotiate with administrators. Politically inactive students also showed differing characteristics. The researcher concluded that neither school provided a genuine opportunity for the majority of students to learn the skills of political participation. 249 pp.

Order no. 74-25732

179. Goldenson, Robert Dennis, Ph.D. (descriptive/secondary)
University of Minnesota, 1975

A FIELD EXPERIMENTAL STUDY OF POLITICAL SOCIALIZATION AND THE HIGH SCHOOL SOCIAL STUDIES CURRICULUM

Affective objectives
Curriculum analysis
Minneapolis/St. Paul, Minnesota
Political socialization
Secondary education
Student attitudes

The purpose of this study was to determine whether a secondary school can have a measurable impact on students' attitudes toward civil

liberties. The author refers to recent writing in the political socialization field which suggests that the American secondary school is a rather ineffective agent of socialization. A more interesting question, according to the author, is: Under what conditions can secondary curricula have an impact on the formation and change of students' political attitudes?

The researcher collected data from a field-experimental study which he directed in two metropolitan (Minneapolis/St. Paul, Minnesota) schools. The study provided evidence that schools do influence students' attitudes. 341 pp.

Order no. 76-14893

180. Huff, Alvin Douglas, Ph.D. (descriptive/secondary)
University of North Carolina, 1974

AN INVESTIGATION OF THE PERCEIVED CONTRIBUTION OF SCHOOLS TO THE LEARNING OF POLITICAL BEHAVIOR BY NORTH CAROLINA HIGH SCHOOL SENIORS

Grade 12
North Carolina
Political socialization
Secondary education
Student attitudes

The aim of this study was to determine to what degree high school seniors viewed their formal education as a contributing factor in their political socialization and how their schooling compared with other socializing agencies in influencing political attitudes and behaviors. More than 540 students from 19 randomly selected schools were used in the sample.

The results showed that the sample students were pessimistic about the democratic process and neutral about becoming involved. They strongly believed in voting, and they tended to be liberal.

The researcher found that the school is not a major agency of political socialization. The home and the news media are quite strong. Blacks, however, were found to be particularly influenced by the school. 207 pp.

Order no. 75-4831

181. Morgan, Edward Prince, Ph.D. (descriptive/secondary)
Brandeis University, 1976

DEMOCRACY AND THE HIGH SCHOOL: THE POLITICAL STRUCTURE OF CLASSROOM LEARNING

Democracy
Political socialization
Secondary education
Socioeconomic factors

The goals of this study were (1) to examine the political nature and implications of secondary school learning and (2) to define and describe the contained micropolitical context of school learning. The framework for the empirical research included three liberal-democratic principles: legitimate authority, social justice, and political community.

Three socioeconomically diverse high schools were selected for study. The empirical work included direct classroom observations, teacher interviews, and student questionnaires.

The three major findings of the study were (1) that all learning is shaped by structural "constraints" endemic to the institution of schooling which teach essentially antidemocratic "lessons"; (2) that much of the variation in learning experiences is tied to the system of tracking, resulting in within-school inequality; and (3) that significant variations can be traced to the input of teachers, independent of student traits. 586 pp.

Order no. 76-16929

182. Sherry, Francis Thomas, Ed.D. (experimental/elementary)
Boston University, 1976

A STUDY OF THE EFFECT OF LESSONS IN POLITICAL SCIENCE ON FIFTH-GRADE CHILDREN

Course analysis
Elementary education
Grade 5
Political attitudes
Political science
Student attitudes

This study attempted to investigate (1) whether the political knowledge and awareness, preferences for political activity, and sense of political efficacy of fifth-grade children could be modified as a result of a series of lessons in political science and (2) whether differences existed between boys and girls.

The researcher concluded that, although fifth-grade children did score significantly higher on a written test of political knowledge and awareness after receiving a series of lessons in political science, they did not show an overall increase in preference for political activity (a school mock election). No significant difference was shown in either political knowledge or preference for political activity between fifth-grade girls and boys. 186 pp.

Order no. 76-21257

183. Rodriguez, Edgar Hugo, Ph.D. (descriptive/elementary)
University of Texas, 1975

THE EFFECTS OF INSTRUCTION ON THE LEARNING OF SOCIAL STUDIES TIME CONCEPTS BY MEXICAN-AMERICAN AND ANGLO-AMERICAN PUPILS IN GRADES FIVE AND SIX

Chicano students
Concept teaching
Elementary education
Grade 5
Grade 6
Time and space concepts

The objective of this study was to investigate the learning of social studies time concepts by Mexican-American and Anglo-American pupils in grades five and six.

The study found that mixed groups of fifth- and sixth-grade Mexican and Anglo pupils can learn social studies time concepts, but that further research is needed.

The major implication of the study was that deferment of instructional policies should undergo close examination before pupils are denied the opportunity to learn time concepts that are critical to their educational development. 181 pp.

Order no. 76-08098

Programmed Instruction

184. McColeman, James Wesley, Ph.D. (descriptive/secondary)
Syracuse University, 1974

RELATIONSHIP BETWEEN THE USE OF LEARNING ACTIVITY PACKAGES, GROUP ACTIVITIES AND THE PREFERENCES OF STUDENTS TOWARD THE SOCIAL STUDIES COURSE

Discussion
Learning activity packages
Secondary education
Student attitudes

This study attempted to determine whether students' preference rankings of social studies could be changed by the teacher's use of either learning activity packages alone or learning activity packages combined with small group discussions.

The researcher found that there was a significant positive change in preference for social studies when small group seminars were employed in addition to learning activity packages. Differences between sexes were not statistically significant. The study confirmed the tendency of high school students to rank other academic subjects higher than social studies. 122 pp.

Order no. 75-14005

185. Sennett, Kenneth Henry, Jr., Ed.D. (experimental/elementary)
Boston University, 1973

THE CONSTRUCTION AND EVALUATION OF PROGRAMMED MATERIALS DESIGNED TO TEACH INFERENTIAL READING IN SEVENTH-GRADE SOCIAL STUDIES

Curriculum models
Elementary education
Grade 7
Programmed instruction
Reading

A programmed workbook utilizing social studies content was designed for use in an experiment involving 673 students from two schools. The students were divided into a 341-student experimental group and a 332-student control group. The experimental group used the workbook during the first ten minutes of each social studies class.

As a group, the students who used the materials gained significantly more in general reading ability than the control group students. However, when students were grouped by IQ, low-ability groups showed a loss in general reading ability. Subjects who used the materials also showed a gain in inferential reading ability. Evidence indicated that the gains were not lost over time. 244 pp.

Order no. 73-23609

Skills (General)

186. Walker, Gaston Lea, Ed.D. (experimental/elementary)
North Texas State University, 1973

THE EFFECT OF WORK-STUDY METHODS INSTRUCTION ON STUDENT ACHIEVEMENT IN FIFTH-GRADE SOCIAL STUDIES

Academic achievement
Elementary education
Grade 5
SQ3R study method
Teaching methods

The purpose of this investigation was to determine the effects of the SQ3R study method upon the achievement of students in fifth-grade social studies.

The 102 subjects for the study ranged in age from 10 to 13 and in IQ from 70 to 135; they were divided 42-60 male to female. The experimental group met 19 times for 30-minute sessions during which the SQ3R method was used to do social studies assignments.

The conclusion was that the SQ3R offered no advantages under the conditions of this experiment. 151 pp.

Order no. 74-14832

Skills (Map)

187. Frye, Milton, Ph.D. (descriptive/elementary)
Claremont College, 1973

THE DEVELOPMENT OF MAP-READING ABILITIES IN NINE- TO FOURTEEN-YEAR-OLD CHILDREN

Cognitive processes
Elementary education
Map skills
Piaget, Jean
Symbols

It was the author's contention that when a child knows that a map is a symbolic representation of something perceived in reality, his ability to interpret it correctly is dependent on his use of a natural classification system that uses more and more inclusive and exclusive information simultaneously. This hypothesis was based on Piaget's suggestion that a child's ability to classify increases with age.

A random stratified sample of 30 males and 30 females was used to test the author's assumptions. Sex, age, class in school, and IQ were the independent variables in this evaluation of six mapping-ability skills.

The author concluded that relative discriminability contributed significantly to the fact that children were able to interpret maps before they reached the stage of formal operations that Piaget identified. Further, students responded better to form and shape than they did to color. 94 pp.

Order no. 73-14253

188. Phillips, William Francis, Ph.D. (experimental elementary)
University of Kansas, 1973

A STUDY OF SYMBOL DESIGN FOR ELEMENTARY SCHOOL MAPS

Cognitive processes
Elementary education
Map skills
Symbols

The purpose of this research was to test selected point and line symbols in an effort to discover what kinds of symbols are best suited for elementary-school map readers. The research was designed to test the ability of children in grades one through six to recognize and understand a variety of symbols of varying scales of difficulty.

Ten phenomena were selected for investigation, and three types of symbols--pictorial, semipictorial, and abstract--were developed for each. Different map scales were also used.

While some questions were answered, several important ones were unresolved. These were related to symbol size, design elements, map complexity, map comprehension, and uneven patterns of map-reading performance. 128 pp.

Order no. 73-30859

Skills (Questioning)

189. Baden, Donald James, Ed.D. (experimental/elementary)
University of Houston, 1973

THE EFFECT OF PROBING QUESTIONS WITHIN A VALUE CONFLICT AND A STANDARD SOCIAL STUDIES CONTENT ON THE CRITICAL THINKING SKILLS OF PRIMARY-AGE CHILDREN

Critical thinking
Elementary education
Grade 3
Questioning techniques
Teacher behavior
Values

The specific issues addressed in this study were (1) the effects of teachers' use of probing questions on the critical-thinking skills of third-grade children, (2) the effects of value-conflict content on the children, and (3) the effects of the interaction of teachers' use of probing questions with value-conflict content on critical-thinking skills.

Forty classrooms of 1,233 third-grade students were involved for two weeks in the experimental investigation. The results showed that teachers' use of probing questions had a positive effect on students' critical-thinking skills, while the use of value-conflict content showed no such positive effect. A number of recommendations are included in the dissertation. 141 pp.

Order no. 74-2853

Skills (Reading)

190. Berget, Ellsworth Ardell, Ph.D. (experimental/secondary)
Syracuse University, 1973

THE USE OF ORGANIZATIONAL PATTERN GUIDES, STRUCTURED OVERVIEWS AND STRUCTURED SUMMARIES IN GUIDING SOCIAL STUDIES READING

Advance organizers
Cognitive processes
Grade 10
Reading
Secondary education
Teaching methods

This experimental study, which covered eight weeks and involved 182 tenth-grade social studies students in ten classes taught by two teachers, sought to investigate a functional approach to teaching reading in the social studies class.

Organizational pattern guides were designed to facilitate student interaction with reading material through selected statements, along with cognitive organizers in the form of structured overviews and structured summaries emphasizing major vocabulary terms.

The technique was found to have a positive impact on both social studies knowledge and reading achievement. 213 pp.

Order no. 74-10130

191. Berling, John George, Ph.D. (descriptive/secondary)
University of Nebraska, 1976

SELECTED NINTH-GRADERS' PREFERENCE FOR A METHOD OF PRESENTATION AND ITS EFFECT UPON ACHIEVEMENT SCORES OF SOCIAL STUDIES ASSIGNMENTS

Academic achievement
Grade 9
Listening
Reading
Secondary education
Teaching methods

The chief objectives of this study were (1) to identify the stated preferences of selected ninth-graders for reading, for simultaneous reading-listening, or for listening; and (2) to measure the extent to which selected ninth-graders would choose to complete social studies assignments by the same method as the preference stated. Sixty-eight ninth-graders with reading grade levels of from 5.0 to 7.5 comprised the experimental population.

The study reached the following conclusions: (1) using all three methods provides low-reading ninth-graders with viable options; (2) the questionnaire was not an accurate measure of preference for a method of presentation; and (3) when students were given a choice of which method to use in completing a social studies assignment, simultaneous reading-listening was the most effective. 112 pp.

Order no. 76-13318

192. Carnet, John Joseph, III, Ph.D. (experimental/elementary)
Syracuse University, 1973

AN INVESTIGATION OF THE EFFECTS OF SEPARATE VS. CONTENT-INTEGRATED READING TRAINING ON CONTENT MASTERY AND SOCIAL STUDIES READING ABILITY OF JUNIOR HIGH SCHOOL SOCIAL STUDIES STUDENTS

Comprehension
Elementary education
Reading
Teaching methods
Transfer of learning

The effects of separate vs. content-integrated reading training were assessed in an experimental setting.

The study found that the experimental treatment (reading skills instruction followed by direct transfer to social studies content reading and reading content integration) did not produce significant differential results on the criterion measures, nor did the scores of the experimental group differ significantly from the control group scores.

The author made suggestions for further refinement and extension of the study. 183 pp.

Order no. 74-08347

193. Danford, Harriet Flynn, Ed.D. (experimental/elementary)
Temple University, 1973

THE EFFECT OF PURPOSEFUL READING UPON THE COMPREHENSION OF AND INTEREST IN SOCIAL STUDIES MATERIALS

Comprehension
Elementary education
Motivation techniques
Reading
Student attitudes
Teaching methods

The purpose of this study was to determine whether fourth- and sixth-grade students who were given a specific purpose for reading social studies materials would perform significantly better in social studies reading comprehension and show significantly greater interest in social studies than students not given a purpose. The author selected 180 California fourth-graders and 150 sixth-graders for the research.

The study concluded that purposeful reading aided comprehension of and interest in social studies. Further, it was found that the number of facts contained in the reading did not influence the comprehension of the fourth-graders but did aversely affect the comprehension of sixth-graders. Quantity of facts, however, did not influence students' interest in social studies materials. 107 pp.

Order no. 74-1790

194. Hash, Ronald Jesse, Ed.D. (experimental/elementary)
State University of New York, Buffalo, 1974

THE EFFECTS OF A STRATEGY OF STRUCTURED OVERVIEWS, LEVELS GUIDES AND VOCABULARY EXERCISES ON STUDENT ACHIEVEMENT, READING COMPREHENSION, CRITICAL THINKING AND ATTITUDES OF JUNIOR HIGH SCHOOL CLASSES IN SOCIAL STUDIES

Advance organizers
Comprehension
Critical thinking
Elementary education
Reading
Student attitudes
Teaching methods
Vocabulary

Fourteen volunteer teachers were trained to design and implement reading-skills materials in social studies classrooms during a two-week summer workshop. The effects of implementing the materials in seventh-, eighth-, and ninth-grade classes were determined in a Solomon four-group research design utilizing 56 classrooms.

The use of this instructional strategy--which consisted of structured overviews, three levels of reading guides, and vocabulary extension exercises--resulted in neither positive nor negative effects on students' social studies knowledge, reading comprehension, critical thinking skills, or attitudes toward social studies. 217 pp.

Order no. 74-29239

195. Johnson, Barbara Anne Stubbs, Ph.D. (descriptive/secondary)
Kansas State University, 1975

THE DEVELOPMENT AND VALIDATION OF TEN PASSAGES WRITTEN FOR AN INFORMAL SOCIAL STUDIES READING INVENTORY FOR USE IN SECONDARY SCHOOLS

Comprehension
Curriculum models
Reading
Secondary education

The purpose of this study was to develop and validate a set of social studies reading passages for grades three through twelve as the initial step in the construction of an informal reading inventory for the social sciences.

Ten passages were written at the specified grade levels. Subjects were asked to respond to cloze procedure tests of their comprehension of the passages.

On the basis of the evaluation data, the investigator found that two of the passages were not sequenced according to the prescribed formula.

With the exception of the 11th-grade passage, all the passages were judged to be too difficult and to need revision and simplification. 113 pp.

Order no. 75-25040

196. Kolczynski, Richard Gerald, Ph.D. (descriptive/elementary)
Ohio State University, 1973

A PSYCHO-LINGUISTIC ANALYSIS OF ORAL READING MISCUES IN SELECTED PASSAGES FROM SCIENCE, SOCIAL STUDIES, MATHEMATICS, AND LITERATURE

Context clues
Elementary education
Grade 6
Miscue analysis
Reading
Semantics
Syntax

The aim of this study was to use the Reading Miscue Inventory to analyze the miscues of average readers in their encounters with the language patterns of four subject areas. Particular attention was paid to the use of the syntactic and semantic cueing systems employed in an effort to gain meaning from the readings.

As a result of an extensive analysis of 20 average or above-average readers in the sixth grade, the researcher concluded that instructional strategies based upon the assumptive need to "shift" skills according to the content of materials are of questionable usefulness. 193 pp.

Order no. 74-10989

197. Napoli, Virginia M., Ph.D. (descriptive/elementary)
University of Pittsburgh, 1975

A THEORETICAL MODEL FOR THE DESIGN OF AN INSTRUCTIONAL MODEL FOR VOCABULARY MEANING DEVELOPMENT IN SOCIAL STUDIES READING IN THE INTERMEDIATE GRADES

Curriculum models
Elementary education
Reading
Vocabulary

The purpose of this study was to develop a theoretical model for the design of an instructional model to facilitate vocabulary meaning development in social studies reading in the intermediate grades.

A theoretical model was developed which supported two adaptions for an instructional process. It was concluded that an instructional model could be designed, but it should be given further classroom tests. 330 pp.

Order no. 76-5467

198. Neubauer, Irene Chalmers, Ph.D. (descriptive/general)
University of Iowa, 1975

A STUDY OF GRADE AND SUBJECT PLACEMENT OF SELECTED READING STUDY SKILLS AND THEIR SUBSEQUENT INSTRUCTIONAL IMPORTANCE IN THE SUBJECT AREAS OF READING AND SOCIAL STUDIES

Grade level
Reading
Teacher attitudes

This study was conducted in an attempt to look at the problem of why reading study skills were not being used well, as indicated by the research which was reviewed. The research sought to investigate both the grade levels at which teachers believed selected reading study skills ought to be taught and the relative importance of each skill.

The investigator concluded that (1) all 37 reading study skills examined were generally viewed as important; (2) teachers believed that many of the skills could be taught appropriately in either a reading class or a social studies class; and (3) the responses of the two social studies teacher groups were the least consistent with regard to similarity. The researcher also provided recommendations. 216 pp.

Order no. 76-2161

199. Paige, Gomez Collier, Ph.D. (experimental/elementary)
Michigan State University, 1976

THE RELATIVE EFFICACY OF FIVE MODIFIED CLOZE PROCEDURES FOR VOCABULARY INSTRUCTION IN A SEVENTH-GRADE SOCIAL STUDIES CLASS

Academic achievement
Cloze procedure
Elementary education
Grade 7
Teaching methods
Vocabulary

This study sought to determine the relative efficacy of a series of five modified cloze procedures for facilitating vocabulary instruction in a seventh-grade social studies class. A sample of 127 seventh-grade social studies students in five classes was used for the experiment.

Generally, the study concluded that there were no significant differences between the five types of cloze procedures or between the three reading achievement levels within the cloze procedures. However, there were significant differences between the three reading achievement levels as measured by the content posttest. 123 pp.

Order no. 77-5863

200. Scarola, Mary Irene, Ed.D. (descriptive/elementary)
Columbia University, 1973

A STUDY ON THE USE OF INFORMATIONAL RETRIEVAL SYSTEMS FOR THE FOSTERING OF INTERNATIONAL AND CROSS-CULTURAL ORIENTATIONS FOR ELEMENTARY SCHOOL CHILDREN

Cross-cultural training
Data bases
Elementary education
Grade 6
Information retrieval
Instructional aids
Questioning techniques
Reading

The purpose of this study was to build and test a reading support system designed to facilitate the use of data banks by 11-year-old children as they explore a culture other than their own.

An analysis of the findings supports the hypothesis that the reading support system developed by the author does facilitate the use of data banks by children of different reading levels and intellectual abilities. The children using the reading support system tended to ask more questions that led to a wider and more complex search of the data, which in turn improved the conceptual distribution and intricacy of their themes and concepts. 189 pp.

Order no. 74-2133

201. Sendler, Simson, Ph.D. (experimental/elementary)
University of Michigan, 1974

READING COMPREHENSION ON TWO PARALLEL SETS OF SOCIAL STUDIES EXERCISES BY UPPER-ELEMENTARY STUDENTS

Comprehension
Cultural differences
Elementary education
Racial attitudes
Reading
Student attitudes

The research hypothesis for this study was that children would read about personalities of their own race with greater comprehension than

they would read about personalities of another race. Reading exercises were developed, and fifth- and sixth-grade experimental groups were selected to test the hypothesis.

The findings of the study indicated that although racial congruence did not alter basic reading patterns, span of attention was increased when students read about people of their own race. 125 pp.

Order no. 74-25324

202. Vacca, Richard T., Ph.D. (experimental/elementary)
Syracuse University

AN INVESTIGATION OF THE FUNCTIONAL READING STRATEGY IN SEVENTH-GRADE SOCIAL STUDIES CLASSES

Cognitive objectives
Elementary education
Grade 7
Reading
Teaching methods

In the reading strategy examined by this study, two components--organizational-interpretive reading guides and interdependent small groups--constituted the experimental treatment. Questions were raised to determine how the experimental treatment would affect the performance of seventh-grade students on certain criterion measures.

Experimental students were found to be able to recognize more patterns of organization in expository writing, to acquire more content, and to achieve higher reading levels than students in the control group. 239 pp.

Order no. 74-08319

203. Walker, Nora Mary, Ph.D. (experimental/elementary)
Syracuse University, 1975

AN INVESTIGATION INTO THE EFFECTS OF GRAPHIC ORGANIZERS ON THE LEARNING OF SOCIAL STUDIES READING IN THE MIDDLE GRADES

Academic achievement
Elementary education
Graphic organizers
Reading
Student attitudes
Teaching methods

The purpose of this study was to determine what effects the construction of graphic organizers had on standardized test scores in vocabulary, paragraph meaning, social studies content area, and attitude toward reading.

After comparing the test scores of the graphic-organizer classes with those of the nonorganizer classes, the researcher found significant differences favoring the graphic-organizer preteaching instructional strategy, especially among females, seventh-grade subjects, and students with high IQs. Overall, fifth-grade subjects performed significantly better than seventh-graders. There were no significant differences between the performances of males and females with similar IQs. 190 pp.

Order no. 76-07691

204. Williams, Carolyn Chandler, Ed.D. (descriptive/elementary)
Mississippi State University, 1975

THE RELATIONSHIP BETWEEN SELECTED READING SKILLS AND OTHER PERSONAL VARIABLES OF SIXTH- AND SEVENTH-GRADE STUDENTS AND ACHIEVEMENT IN SCIENCE AND SOCIAL STUDIES

Academic achievement
Elementary education
Grade 6
Grade 7
Reading
Socioeconomic factors

The population for this study consisted of 635 sixth- and seventh-grade students in a public junior high school in northwest Mississippi. A sample of 80 students equally divided as to sex was drawn from the population. A multiple stepwise regression program and analysis of variance were used to analyze the data. The findings suggested the following conclusions related to the social studies: (1) reading comprehension was significantly correlated with social studies achievement, while vocabulary and reading performance were not significantly correlated with social studies achievement; (2) grade level, reading comprehension, race, and reading performance accounted for 83 percent of the total variance of social studies achievement. 117 pp.

Order no. 76-89

Slow Learners, Special Education

205. Cervone, Edmund Vincent, Ed.D. (descriptive/secondary)
Temple University, 1974

ACHIEVEMENT IN AND ATTITUDE TOWARD SENIOR HIGH SCHOOL UNITED STATES HISTORY WITH REDUCED READABILITY TEXTS

Academic achievement
American history
Low achievers
Reading
Secondary education
Student attitudes

This study sought to assess the effects of using U.S. history texts of varying reading levels on two groups of low-achieving senior high school students. One group used a basic text with a fourth- to sixth-grade reading level while another used a basic text with a ninth- to eleventh-grade reading level.

The results of the study indicated that the use of reduced-readability materials neither enhances nor detracts from cognitive performance in low-achieving students. However, the low-readability materials had a positive impact on students' attitudes toward the history course. 119 pp.

Order no. 74-28161

206. Eilenstine, Edwin L., Ph.D. (experimental/general)
St. Louis University, 1973

THE DISABLED READER: A STUDY OF AN AUDITORY MODE OF LEARNING PROCEDURE ON SOCIAL STUDIES ACHIEVEMENT

Academic achievement
Audiovisual aids
Educational alternatives
Reading difficulty

This study investigated the efficacy of an alternative instructional and learning approach for a disabled reader in a social studies program. In this case tape recordings were provided of all regular reading assignments. This approach allowed the disabled student to continue in his or her academic learning rather than waiting for reading skills to develop.

The results showed that input from the audio modality produced a significant increase in social studies achievement and that such a program may reap a variety of benefits for the disabled reader. 197 pp.

Order no. 74-24067

207. Holdt, Betty Phillips, Ed.D. (experimental/elementary)
Utah State University, 1976

THE RELATIONSHIP OF LEVELS OF CLASSROOM QUESTIONS AND SOCIAL STUDIES ACHIEVEMENT OF SECOND-GRADE-ACHIEVING HEARING-IMPAIRED CHILDREN

Academic achievement
Elementary education
Grade 2
Hearing-impaired students
Questioning techniques

This purpose of this study was to investigate the relationship between the use of higher-level and knowledge-level questions and the

performance on a criterion posttest of hearing-impaired children who are achieving at a second-grade level in the area of social studies.

The investigator found that the use of 70 percent higher-level questions and 30 percent knowledge-level questions positively affects social studies achievement at the .01 level of significance. There was no significant correlation between achievement and sex, chronological age, or number of years in school. 241 pp.

Order no. 76-25610

208. Judge, Walter Wallace, Ph.D. (experimental/secondary)
Florida State University, 1974

THE DEVELOPMENT OF CREATIVE POTENTIAL IN A NINTH-GRADE SOCIAL STUDIES CLASSROOM OF THE SOUTHSIDE JUNIOR HIGH SCHOOL, ALBANY, GEORGIA

Albany, Georgia
Creativity
Grade 9
Low achievers
Secondary education
Teaching methods

This study represents an attempt to determine whether the use of creative activities in a social studies classroom of low achievers is related to an increase in the development of creative potential. The study was conducted over a ten-week period with a sample of 42 ninth-grade students of low academic ability. The experimental subjects were provided with creative activities from the *Thinking Skills Development Program*.

One of the most significant findings was that creativity need not be confined to those select few whom we call "gifted," but is found throughout the population. 102 pp.

Order no. 74-21715

209. Roffers, David William, Ed.D. (descriptive/elementary)
University of Minnesota, 1975

THE DEVELOPMENT OF A MODEL FOR IMPLEMENTING THE POSITIVE PEER CULTURE PROGRAM IN AN INNER-CITY HIGH SCHOOL

Affective objectives
Curriculum models
Educational needs
Inner-city schools
Peer groups
Secondary education

This study focused on the development of an administrative model for coping with the problems of innter-city youth. The intervention technique used, Positive Peer Culture, was developed through extensive research which included literature searches, visits to existing Positive Peer Culture programs, and analysis of questionnaires.

The following results were obtained about the effectiveness of the Positive Peer Culture technique: (1) the adult leaders of such groups need better training; (2) there is a need for effective administrative and staff support; (3) the program results in greater changes in student behavior than are obtained by other adult-led programs; and (4) there is a need for more-effective evaluative strategies for Positive Peer Culture programs. A number of other recommendations were included. 179 pp.

Order no. 76-4090

210. Westergaard, George Henry, D.A. (descriptive/secondary)
Carnegie-Mellon University, 1976

WORK AND LEISURE IN AMERICA: A UNIT IN A SENIOR HIGH SCHOOL AMERICAN HISTORY COURSE

American history
Career education
Curriculum models
Kohlberg, Lawrence
Moral development
Secondary education
Slow learners

The purpose of this study was to develop a curriculum unit, *Work and Leisure in America*, for slow learners in career education and American history courses. The unit is focused on five concepts: work role, status, opportunity, cost, and time and space. It also contains five moral dilemmas related to work and leisure based on the principles of moral development formulated by Kohlberg.

The dissertation study includes a rationale, a bibliographic essay, and an evaluation chapter that assesses the unit's objectives and makes specific recommendations for revisions.

The field test demonstrated (1) that the slow-learning high school students in the sample enjoyed history if it was presented in a manner they could comprehend and (2) that they could use analytical concepts and a method of historical inquiry to examine problems dealing with work and leisure. The field test did, however, indicate a need for more activity-related components in the unit. 448 pp.

Order no. 76-23480

211. Winn, Robert John, Ph.D. (descriptive/general)
University of Texas, 1975

THE SURVIVAL OF EDUCABLE MENTALLY RETARDED CHILDREN IN THE REGULAR CLASSROOM IN SCIENCE AND SOCIAL STUDIES AS RELATED TO ACADEMIC DEVIATION FROM NORMAL CHILDREN

Academic achievement
Educable mentally handicapped
Regular classroom placement

The purpose of this study was to compare the academic achievement of mainstreamed educable mentally retarded children in science and social studies with that of normal children in the same classroom. Mentally retarded and normal students were randomly selected and administered the Stanford Achievement Test subtests in science and social studies.

The researcher concluded that the survival of educable mentally retarded children in regular classroom placement in science and social studies occurred in spite of significant academic heterogeneity and that academic heterogeneity increased as grade level increased. He advanced the further hypothesis that tutorial services from resource-room teachers might be the causal variable related to the success of educable mentally retarded children in regular classrooms. 159 pp.

Order no. 76-14535

212. Woolard, Steven Harold, Ph.D. (experimental/secondary)
Florida State University, 1974

A SIMULATION OF A MODEL OF PERCEPTION TO SHAPE PROBLEM RECOGNITION BEHAVIOR OF SLOW LEARNERS IN SOCIAL STUDIES

Bruner, Jerome S.
Cognitive processes
Curriculum models
Dewey, John
Simulations
Slow learners

In this study a model of perceptual readiness was set forth as an explanation of problem recognition behavior, and its applicability was tested with slow learners through simulation.

Using explanations by Dewey and a model by Jerome Bruner, the researcher divided a group of 28 slow-learning students in grades nine through twelve into experimental and control groups. The inconclusiveness of the results was attributed in part to the small sample size and to the subtleties in the data. 213 pp.

Order no. 74-18064

Student Attitudes

213. Haro, Carlos Manuel, Ph.D. (descriptive/secondary)
University of California, Los Angeles, 1976

AN ETHNOGRAPHIC STUDY OF TRUANT AND LOW-ACHIEVING CHICANO BARRIO YOUTH IN THE HIGH SCHOOL SETTING

Chicano community
Chicano students
Low achievers
Peer groups
Secondary education
Student attitudes
Truancy

This study, which was focused on the education of truant and low-achieving Chicano youth in a secondary-school setting, investigated the perceptions of Chicano youth who were dissatisfied with school and described the relationship between the schools and their Chicano barrio communities. The researcher identified and studied 209 potential dropouts in two high schools over a period of 11 months (1974 to 1975).

The findings of this study indicated that the relationship between the research schools and the barrios was based upon a "closed-door" position and policy adopted by the schools, in which Chicanos were not allowed any meaningful roles in their operation. As a result, Chicano youth established in-school informal peer group relationships based on out-of-school barrio affiliations. 472 pp.

Order no. 76-16651

214. Herron, Leroy Jr., Ed.D. (descriptive/secondary)
Wayne State University, 1976

THE EFFECTS OF EARLY HUMAN RELATIONS TRAINING ON THE ATTITUDES OF STUDENTS FROM TWO SELECTED HIGH SCHOOLS

Black students
Human relations training
Macomb County, Michigan
Racial attitudes
Secondary education
Student attitudes

The purpose of this study was to determine (1) whether a relationship existed between human-relations training and attitudinal development in selected high school students in two Macomb County, Michigan, high schools and (2) whether there were significant statistical differences between students who had received human-relations training and students who had not received such training.

The results of the statistical test employed by the researcher revealed the following findings:

1. White students in Roseville, with and without human relations training, were divided in their feelings about the quality of education they were receiving; whereas white Clinton Township students, both with and without human-relations training, were in agreement that they were receiving a high-quality education.

2. White students in both townships, with and without the training, agreed that the quality of their education was not adversely affected by the presence of black students in the classrooms.

3. Black students in Clinton Township, with and without human-relations training, agreed that they did not have the same opportunities as white students to be a part of the student governing body.

4. Black students in Roseville, with and without human-relations training, agreed that there was a disparity in the treatment of whites and blacks by teachers, but the black Clinton students did not feel that they were treated differently by teachers. 259 pp.

Order no. 76-26139

215. Massey, Grace Carroll, Ph.D. (descriptive/secondary)
Stanford University, 1975

SELF-CONCEPT, PERSONALITY CONTROL AND SOCIAL CONTEXT AMONG STUDENTS IN INNER-CITY HIGH SCHOOLS

Academic achievement
Black students
Inner-city schools
Secondary education
Self-concept
Student attitudes
Teacher behavior

This study explored relationships that might explain why black students in inner-city high schools so often report high academic self-concepts but low achievement.

Questionnaires were administered to a random sample of 779 students in San Francisco high schools. Background data on each collected from school records included ethnicity, actual grades in classes, eighth- and tenth-grade achievement scores, and unexcused absences.

The researcher concluded that blacks were found to have considerably lower achievement scores and grades than other ethnic groups. However, no significant differences were found between ethnic groups in students' reports of academic self-concepts, which posed the setting for the analysis.

Students who were not doing well perceived teachers as warm and friendly. These students also reported they received more praise from their teachers than they had expected.

The researcher concluded that teachers, in their attempts to be "nice" to the students, failed to challenge lower-achieving students to do better work, and that certain school contextual factors contributed to the self-enhancement process of low-achieving students by keeping them from recognizing their own low levels of performance. 184 pp.

Order no. 75-25570

216. Morrison, Karlene Elizabeth, Ed.D. (descriptive/secondary)
Rutgers University, 1974

AN EXAMINATION OF SELF-CONCEPT AS IT RELATES TO THE SELECTED SCHOOL BEHAVIORS OF PUERTO RICAN, BLACK, AND WHITE SENIOR HIGH SCHOOL STUDENTS IN CAMDEN, NEW JERSEY: AN EXPERIMENTAL, INTERDISCIPLINARY STUDY IN EDUCATION, SOCIOLOGY AND PSYCHOLOGY

Black students
Camden, New Jersey
Cultural differences
Interdisciplinary approach
Psychology
Puerto Rican students
Secondary education
Self-concept
Socioeconomic factors
Sociology
Student attitudes

The purpose of this study was to ascertain (1) whether differences existed between the various factors making up the self-concepts of Puerto Rican, black, and white senior high school students and (2) whether differences, if they existed, were associated with certain school behaviors. The study further sought to determine if the occupations of their fathers and the formal education of their parents were related to students' total self-concepts.

The Tennessee Self-Concept Scale was used to measure the various factors involved in the total self-concept. Variables controlled were reading ability and school representation. 268 pp.

Order no. 75-17358

217. Stoddard, Ann Harris, Ed.D. (experimental/secondary)
University of Georgia, 1975

THE EFFECTS OF INTEGRATED HISTORY MATERIALS ON BLACK SECONDARY STUDENTS' ATTITUDES TOWARD SELF AND OTHERS

American history
Black students
Secondary education

Self-concept
Student attitudes
Textbook bias

This investigation was designed to examine the impact of relevant curriculum materials on the attitudes of black students toward self, others, and the subject of American history. The experimenter sought to determine (1) if differences in attitude existed between students who used an integrated American history textbook and students who used a regular textbook, (2) if a relationship existed between self-attitudes and attitudes toward others, and (3) if a relationship existed between self-attitudes and attitudes toward American history.

Evidence on the Berger scale showed that black students did not report a negative self-image. Significant positive correlations between attitudes toward self and toward others and attitudes toward self and toward American history were observed. 126 pp.

Order no. 76-2266

218. Voorhis, John Robert, Ed.D. (descriptive/secondary)
Montana State University, 1973

AN EMPIRICAL STUDY OF THE INFLUENCE AND IMPLICATIONS OF SELECTED DEMOGRAPHIC FACTORS ON STUDENT VALUE JUDGMENTS AND OPINIONS IN SOCIAL STUDIES

Billings, Montana
Secondary education
Socioeconomic factors
Student attitudes
Values

This study sought to assess students' opinions about the values in our society and the relationships between a student's background and the development of his values. The subject were 779 students in Billings, Montana. The researcher found that (1) students evidenced basic support for the values in our social system; (2) students evidenced less support for values reflected in their actual behavior; (3) students considered themselves more committed to the values of society than adults, whom they felt were alienated from basic social values; and (4) responses to the value questions did not appear to be affected by demographic factors. 206 pp.

Order no. 74-2072

219. Weiss, Seymour, Ed.D. (experimental/secondary)
New York University, 1975

A COMPARISON OF THE ATTITUDES TOWARD BLACKS OF WHITE HIGH SCHOOL STUDENTS IN AN ELECTIVE MINI-COURSE IN BLACK HISTORY WITH THOSE OF WHITE HIGH SCHOOL STUDENTS ELECTING ANOTHER MINI-COURSE IN UNITED STATES HISTORY

American history
Black studies
Course analysis
Minicourses
Racial attitudes
Secondary education
Student attitudes

This study was undertaken to measure the influence of a nine-week minicourse in black history upon the racial attitudes of white high school students. Sixty students in a black history course and eighty students in other electives were used for the research.

Analysis of the data obtained from the students revealed that students who had elected the course in black history started off with a greater verbal commitment to social equality than those who did not elect the black history course. Differences between the two groups of students, however, diminished to insignificance as the questioning became more subtle and involved emotional rather than intellectual dimensions. Moreover, it was found that students enrolled in the black history program did not show greater gains in racial attitudes than those in the control group. 202 pp.

Order no. 75-21174

Textbooks

220. Filler, Ronald Claude, Ed.D. (descriptive/elementary)
University of Tennessee, 1974

CONTENT ANALYSIS OF ELEMENTARY SOCIAL STUDIES METHODS TEXTBOOKS WITH SUPPLEMENTARY MANUAL

Content analysis
Elementary education
Teacher attitudes
Teaching methods

This study attempted to analyze the amount of content on strategies and materials in the leading social studies methods textbooks and to compare these findings with the amount of content that preservice and inservice teachers desired.

In responding to the author's survey, 100 preservice and 100 inservice teachers revealed substantial congruence about the percentage of a methods textbook that should be devoted to teaching strategies. 234 pp.

Order no. 75-11161

221. Fleming, Joseph Bruce, Ed.D. (descriptive/elementary)
Utah State University, 1974

ANALYSIS OF THE READABILITY OF FIFTH-GRADE SOCIAL STUDIES TEXTBOOKS USING THE CLOZE PROCEDURE

Cloze procedure
Comprehension
Content analysis
Elementary education
Grade 5
Reading level

The purposes of this study were (1) to determine the percentage of fifth-grade students who could read selected fifth-grade social studies textbooks, (2) to determine if there were differences between the readability levels of the 13 social studies texts, and (3) to compare the reading levels of the students with the reading levels of the textbooks as determined by the Dale-Chall formula.

The investigator found that only 27.46 percent of the students tested were able to read the textbooks as determined by the cloze procedure. The top-scoring textbook on the Dale-Chall scale was comprehensible to 5.45 percent of the students tested. 105 pp.

Order no. 75-14432

222. Guldin, Robert Marland, Ed.D. (descriptive/elementary)
Temple University, 1975

AN ANALYSIS OF APPROACHES TO VALUE-ORIENTED CONTENT MATERIAL IN SELECTED FIFTH-GRADE SOCIAL STUDIES TEXTBOOKS AND CORRESPONDING TEACHERS' GUIDES

Conceptual schemes
Content analysis
Elementary education
Grade 5
Values

The purpose of this study was to determine how various approaches to valuing are represented in elementary social studies textbooks and corresponding teachers' guides. The design of the study consisted of a conceptual framework of categories which delineated and classified various approaches to valuing.

The investigator concluded that (1) the burden of providing values education in the classroom rests with the teacher; (2) it is extremely difficult to apply an abstract, conceptual framework concerned with values education to such empirical data as social studies textbooks and teachers' guides; and (3) textbook publishers should devote more content to values education in accordance with the recommendations of experts in the field. 109 pp.

Order no. 75-28114

223. Horner, Pearl J., Ed.D. (descriptive/elementary)
New Mexico State University, 1975

A CONTENT ANALYSIS OF ELEMENTARY SOCIAL STUDIES TEXTBOOKS TO DETERMINE THEIR TREATMENT OF CAREER INFORMATION AND CAREER CONCEPTS DESIRED IN CAREER EDUCATION

Career education
Content analysis
Elementary education
New Mexico
State departments of education

This project involved a content analysis of 28 elementary social studies textbooks on the New Mexico State Department of Education's Adopted Textbook List to determine whether they contained career information and developed career concepts desired in career education. The textual content was identified and categorized into 15 career clusters and 22 career concepts.

After appraising the items, a select jury of career educators found that the texts varied in the relative percentage of career information they contained. The first-grade texts averaged the lowest percentage of career information; the fourth-grade textbooks, the highest. In general, the textual content on careers was not acceptable. 129 pp.

Order no. 76-11167

224. Hughes, Eloise A. Timmons, Ph.D. (historical/secondary)
University of Colorado, 1975

THE GREAT DEPRESSION: AN ANALYSIS OF SELECTED HIGH SCHOOL TEXTBOOKS FOR UNITED STATES HISTORY, 1939-1974

American history
Content analysis
Educational history
Great Depression
Secondary education

This study was an examination of 41 high school U.S. history textbooks with respect to their treatment of the Great Depression of the 1930s and the attempts of two presidents, Herbert Hoover and Franklin Roosevelt, to cope with it. The copyright dates of the textbooks examined ranged from 1939 to 1974.

The researcher concluded that the textbooks of the 1960s were less critical of President Hoover than were those of the 1940s and 1950s. They were also less effusive in their praise of President Roosevelt than were earlier textbooks. The textbooks of the 1970s were found to contain more-expressive language than those of the 1960s and to present Roosevelt in a more-favorable light. 266 pp.

Order no. 76-3911

225. Jarrar, Samir Ahmad, Ph.D. (descriptive/secondary)
Florida State University, 1976

IMAGES OF THE ARABS IN UNITED STATES SECONDARY SCHOOL SOCIAL STUDIES TEXTBOOKS: A CONTENT ANALYSIS AND A UNIT DEVELOPMENT

Arabs
Content analysis
Cross-cultural training
Curriculum models
Secondary education
Textbook bias

The purpose of this study was to examine the manner in which the Arab was represented in widely used U.S. secondary school social studies textbooks.

The writer concluded that the image presented of the Arab was more negative than positive. Negative terms were commonly used to describe the Arab world. He further developed a prototype unit to afford the reader an idea of some of the potential ingredients needed to provide an adequate treatment of the subject. 217 pp.

Order no. 76-28622

226. Kambayashi, Kikuko, Ph.D. (historical/secondary)
University of Michigan, 1975

THE EXPANSION OF TREATMENTS OF JAPAN IN HIGH SCHOOL TEXTBOOKS IN AMERICAN HISTORY, 1951-1972

American history
Content analysis
Educational history
Japan
Secondary education
Textbook bias

The purpose of this study was to examine changes in the treatment of Japan in high school textbooks in American history after 1951. How much did textbooks contain about Japan? How valid was the information? What recommendations could be made for future textbook revisions?

Sixty-four senior-high textbooks published between 1951 and 1972 were analyzed. The researcher concluded that during this period there was an increase in the coverage of Japan in the texts and that there were marked but uneven changes in the treatment. 276 pp.

Order no. 75-20378

227. Laner, Roy Herman, Ed.D. (descriptive/secondary)
Ball State University, 1973

A CONTENT ANALYSIS OF SELECTED SECONDARY SCHOOL ECONOMICS TEXTBOOKS

Concept teaching
Content analysis
Economics
Secondary education

This study had two goals: (1) to devise a logical content analysis procedure for analyzing the conceptual content of selected secondary school economics texts and (2) to measure the conceptual content of those textbooks.

The following four categories of conceptual content were found: (1) political-economic (citizenship education), which emphasizes the normative content, (2) principles, which is based on logical analysis and/or on use of symbols for explaining theory, (3) institutional, which describes the institutions of society, and (4) consumer, which provides personal information of a "how-to-do-it" nature.

The researcher concluded that the texts were seriously lacking in content other than factual, descriptive, and nonanalytical material. He noted especially the lack of material designed to teach people how to think. 136 pp.

Order no. 74-2939

228. Lawson, Kenneth Ray, Ed.D. (descriptive/elementary)
Virginia Polytechnic Institute and
State University, 1976

A CONCEPT ANALYSIS OF MIDDLE-SCHOOL AMERICAN HISTORY TEXTBOOKS

American history
Concept teaching
Content analysis
Elementary education
SUSSCC

This study attempted to conduct a concept analysis of middle-school American history textbooks to determine the extent to which the substantive concepts developed by the Syracuse University Social Studies Curriculum Center were included.

The researcher reached the following conclusions: (1) the concepts received a lack of comprehensive coverage in the textbooks; (2) while most of the central concepts were included in the textbooks, they were not reinforced subsequent to the initial presentation; and

(3) pictures were the most-often-selected illustrations. The study tended to support previous research findings indicating that the inclusion and treatment of the broad concepts investigated were inadequate. 152 pp.

Order no. 76-24326

229. Leake, Woodrow Wilson, Jr., Ph.D. (descriptive/secondary)
University of Florida, 1973

IDEOLOGICAL RHETORIC: SYSTEMIC ARGUMENTS ON WAR AND PEACE IN HIGH SCHOOL AMERICAN HISTORY TEXTBOOKS

American history
Content analysis
Political attitudes
Secondary education
Textbook bias
War

This dissertation seeks to assess the use of systemic arguments related to American involvement in seven major wars in high school American history textbooks. The assumption was that such books do play a role in the perpetuation of ideology by presenting an ideological interpretation of American history.

Fifty randomly selected texts covering five decades of published materials were used for the survey. The completed survey yielded fourteen systemic arguments favoring American entry into war, five opposing entry, two favoring American withdrawal from war, and none opposing withdrawal from wars.

The author noted that similar arguments favoring war were used across time and across wars. Arguments against war showed no such systemic characteristics. 173 pp.

Order no. 74-19163

230. Lee, Kuo Jow, Ph.D. (historical/general)
Loyola University (Chicago), 1976

THE TREATMENT OF CHINA IN AMERICAN COMPARATIVE EDUCATION

China
Content analysis
Educational history
Teacher attitudes
Textbook bias

This study attempted to identify, analyze, and criticize the attitudes of American educators concerning Chinese education as expressed in

their writings during the period from 1911 to 1970. The treatment of Chinese education in 35 selected American comparative education textbooks was examined to determine the degree to which their authors had been influenced by the political and social changes in China during the past 60 years.

The author found that background, facts, developments, and changes related to Chinese education were realistically treated and objectively analyzed in the American comparative education texts. From an American perspective, the fact-finding attitude of the American scholar was generally frank, truthful, and respectable. 232 pp.

Order no. 76-24446

231. Linsin, Jimmie, Ph.D. (descriptive/general)
St. Louis University, 1974

AN ANALYSIS OF THE TREATMENT OF RELIGION, THE BLACK AMERICAN, AND WOMEN IN THE AMERICAN HISTORY TEXTBOOKS USED BY THE CITY AND COUNTY OF SAINT LOUIS, MISSOURI, 1972-73

American history
Content analysis
Racial attitudes
Religious attitudes
Sexual attitudes
St. Louis, Missouri
Textbook bias

In this study the researcher examined various American history textbooks in regard to general content, specific events, and individuals to ascertain whether they contained any collective effort to propagandize or prejudice students' ideas about religion, the black American, or women.

The research found no consistent bias, distortion, omissions, or collective efforts to stereotype in the texts. However, the texts, while generally fair, were judged to be less than ideal in their treatment of black Americans and women. Moreover, there was no significant quantitative improvement in the treatment of these groups during the six-year period spanned by the publication dates of the texts. 256 pp.

Order no. 74-24382

232. Massad, Winifred W., Ph.D. (descriptive/secondary)
Miami University, 1976

ANALYSIS OF THE TREATMENT OF THE MIDDLE EASTERN ARAB STATES IN SELECTED UNITED STATES HIGH SCHOOL WORLD HISTORY TEXTBOOKS

Arabs
Content analysis
Islam

Religious attitudes
Secondary education
Textbook bias
World history

Fourteen conceptual statements were identified from the current literature describing the basic sociocultural aspects of contemporary life in the Arab countries. The statements were used as the basis for a conceptual framework scale in the analysis of six of the most widely used world history texts.

It was found that the texts were inaccurate and biased in their treatment of Islam and Arab countries. The texts were judged to be naive, oversimplified, and filled with unwarranted generalizations and conclusions. Fundamental concepts of Islamic religious doctrine were ignored, as was the history of reform in the status of Moslem women.

Books that used a topical approach were deemed to be far superior to those that used a chronological approach. 136 pp.

Order no. 77-993

233. Morant, Mack Bernard, Ed.D. (descriptive/general)
University of Massachusetts, 1976

CRITERIA FOR THE EVALUATION OF U.S. HISTORY TEXTBOOKS FOR BLACK STUDENTS: A USABLE MODEL FOR OTHER MINORITIES

American history
Bias recognition
Black students
Content analysis
Evaluation criteria
Evaluation models
Hampshire County, Massachusetts
Racial attitudes
Textbook bias

The purpose of this study was to develop practical criteria for students and teachers to use in evaluating U.S. history and social studies texts and to provide a usable model for determining whether black people, other minorities, and women are afforded a balanced account in such textbooks.

A school system in Hampshire County, Massachusetts, was selected for this study. Text and illustrations in 21 social studies and history textbooks used at the elementary, junior high, and senior high levels were examined.

The researcher concluded that his evaluation model was a useful tool for detecting bias in the historical treatment of women and minorities. He offered several other recommendations for ensuring that students at all levels are provided with representative and accurate versions of American history. 209 pp.

Order no. 77-8704

234. Padgett, Wayne Radney, Ed.D. (descriptive/general)
University of Florida, 1974

A CONTENT ANALYSIS OF EXPRESSED VALUES USED IN THE TREATMENT OF LATIN AMERICA IN SELECTED SOCIAL STUDIES TEXTBOOKS

Content analysis
Cultural differences
Latin America
Textbook bias
Values

The purpose of this study was to determine the adequacy of social studies textbooks in the presentation of values, especially those related to respect for cultural differences. The sample consisted of references to Latin America in 18 selected world history, world geography, and U.S. history textbooks.

After testing the hypothesis that Latin America would be presented in a negative fashion, the researcher found the results to be conflicting and inconclusive. 249 pp.

Order no. 75-16432

235. Parr, William Lee, D.Ed. (descriptive/elementary)
University of Oregon, 1975

SIXTH-GRADE PUPILS' PERCEPTIONS OF ELEMENTARY SCHOOL SOCIAL STUDIES TEXTBOOKS

Coos Bay, Oregon
Elementary education
Grade 6
Student attitudes
Teacher behavior
Textbooks

The purpose of this study was to examine how sixth-grade pupils perceived their social studies textbooks by asking them to respond to three kinds of items or statements: (1) How often and in what ways did their teachers use textbook materials? (2) How well prepared did they believe they were to use the social studies textbook materials? (3) How successful did they feel the textbook materials were in motivating them to learn and in communicating to them the essence of the social studies? The sample consisted of 212 sixth-graders in four Coos Bay, Oregon, elementary schools.

The study yielded the following findings: (1) pupils reported that they used the social studies textbooks from 25 to 50 percent of the class time and various textbook components from 25 to 75 percent of the time; (2) pupils indicated that they had trouble using the material more than 75 percent of the time; (3) some activities, such as reading and writing reports, were liked as well as disliked;

(4) pupils indicated that the materials were relatively unimportant to them; (5) the most common kind of assignment involving the textbooks seemed to be reading and answering questions.

The study concluded that pupils' perceptions indicated that some changes were needed both in the social studies textbook materials and in the way teachers use them. 145 pp.

Order no. 76-15051

236. Pellegrini, Harry Joseph, Ed.D. (descriptive/secondary)
Temple University, 1976

A STUDY OF THE USE OF A BASIC TEXTBOOK IN SOCIAL STUDIES CLASSROOMS IN SELECTED URBAN SENIOR HIGH SCHOOLS

American history
Secondary education
Teacher attitudes
Teacher behavior
Textbooks
World history

The principal objectives of this study were to determine (1) the extent to which teachers of American history and world cultures/history in senior high schools used a basic textbook and (2) their reasons for doing so.

A questionnaire was provided to the social studies teachers in six senior high schools in each of four metropolitan school districts. Teachers were asked to indicate how much time they spent using the basic text.

Approximately 95 percent of the respondents reported that they used the basic text some of the time in the three instructional activities. Seventy-two percent reported using it between 36 and 100 percent of the time and 43 percent reported using the text from 75 to 100 percent of the time.

The researcher concluded that the basic textbook plays a primary role in American and world history curricula in urban senior high schools. 251 pp.

Order no. 76-15855

237. Rogers, Ronald James, Ph.D. (descriptive/elementary)
Southern Illinois University, 1973

AN ANALYSIS OF INSTRUCTIONAL QUESTIONS IN SOCIAL STUDIES TEXTBOOKS PREPARED FOR USE IN GRADES FOUR, FIVE, AND SIX

Cognitive objectives
Content analysis

Elementary education
Item analysis
Questioning techniques

The study sought to determine whether questions used in texts provided opportunities for students to engage in thinking operations ranging from recalling to creating.

A sample of nine top-rated textbook series containing 34 individual books was used for the analysis. Each question drawn from a sample book was analyzed for its primary cognitive emphasis in terms of the six major categories in Bloom's taxonomy.

From a number of findings, it was concluded that most questions were at the low cognitive levels. However, in contrast to the findings of earlier studies, the number of questions in the comprehension category exceeded those in the knowledge category. The need for a more-adequate distribution of questions was indicated by the results of this study. 236 pp.

Order no. 73-23712

238. Rotzel, Alice Witte, Ph.D. (descriptive/secondary)
Stanford University, 1974

INFORMATION-PROCESSING THEORY APPLIED TO SOCIAL STUDIES TEXTBOOK MATERIALS

Anderson, N.H.
Cognitive processes
Content analysis
Secondary education
Student attitudes
Textbooks

This dissertation reports a study on the formation of general attitude impressions by high school students using social studies textbooks. The study sought to assess how attitudes were developed through a student's integration of social studies information over time.

Using a complex array of statistical strategies, the researcher concluded that students form attitudes as a linear function of the cumulative amount of evaluative load of information. Testing the linear additive model of N.H. Anderson, the author found that it predicted that positive and negative data are linearly integrated with students' entry impressions. The influence of contextual factors on the final impression of a passage was minor.

The researcher recommended that simultaneous presentations of both sides of an issue are needed for a balanced or value-free learning situation, and that students should be taught to differentiate between positive and negative information. 239 pp.

Order no. 74-27100

239. Sentell, Jane Elizabeth Jones, Ed.D. (descriptive/elementary)
Auburn University, 1974

LATIN AMERICA IN ELEMENTARY SOCIAL STUDIES TEXTBOOKS: A CONTENT ANALYSIS

Cattell, Raymond
Content analysis
Educational change
Elementary education
Latin America

The researcher analyzed 20 elementary school textbooks, using the following materials to form the analytical framework: (1) writings by experts on Latin America, (2) elementary social studies curriculum trends, (3) Latin-American curriculum projects, (4) a preliminary study, and (5) content-analysis theory. Topical categories and analytical subcategories served as theoretical bases.

After using a variety of rating scales and techniques, the data was statistically analyzed using Raymond Cattell's Pattern Profile Correlation Coefficient.

The findings showed that the books in the sample contained less than 60 percent of the specific ideas in the model. However, there was evidence of a greater use of interdisciplinary approaches, reflecting the curriculum trends of the 1960s. 297 pp.

Order no. 75-5178

Time and Space Concepts

240. Redd, Kathleen Maloney, Ph.D. (descriptive/elementary)
University of Alabama, 1974

TREATMENT OF CONCEPTS OF CHANGE AND THE FUTURE IN SELECTED SOCIAL STUDIES PROJECT MATERIALS

CMSSCC
Content analysis
Future studies
HUSSP
Law in American Society Foundation
Secondary education
Time and space concepts

The purpose of this study was to assess treatment of the concepts of change and the future in selected commercially available major national social studies project materials which were deemed appropriate for use in senior high school problems courses.

The researcher used a 68-item rating sheet based on the paradigm of Bell, Mace, Huber, and Boldt. Among the project materials studied were those produced by the Carnegie-Mellon Social Studies Curriculum,

the Harvard University Social Studies Project, and the Law in American Society Foundation.

The researcher found that (1) the materials from these projects were inadequate in preparing secondary students to cope with change and the future and (2) while the deficiencies in some projects could be remedied, those in others could not. 156 pp.

Order no. 75-18301

Values, Moral Development

241. DiPrizio, Chrisann S., Ph.D. (experimental/elementary)
Northwestern University, 1974

THE EFFECTS OF A PROGRAM OF SEX EDUCATION ON THE ATTITUDES OF JUNIOR HIGH SCHOOL STUDENTS AND THEIR PARENTS

Course analysis
Elementary education
Parent attitudes
Sex education
Student attitudes

This study seeks to determine who should receive sex education and what types of programs are needed by measuring the effects of a sex education program on a group of students and their parents.

Two similar schools--one public and the other private--were selected for the research, with length of treatment being the only significant variable. Using an attitude questionnaire and a form of the Osgood Semantic Differential, students and parents were polled before and after the program.

The results of the study indicated that the program produced significant changes in the attitudes of both parents and students. Differences between parents' and students' attitudes decreased as a result of the program.

Suggestions for further research include the use of factor analysis of the data and the use of a matched population to maximize the validity of statistical analysis. 164 pp.

Order no. 75-7902

242. Keene, Patricia Bicknell, Ph.D. (experimental/secondary)
Pennsylvania State University, 1975

SOCIAL PROBLEMS ANALYSIS THROUGH COMMUNITY EXPERIENCE: AN EXPERIMENTAL STUDY IN ATTITUDE CHANGE OF HIGH SCHOOL SENIORS TOWARD RACE AND POVERTY

Affective objectives
Course analysis
Elective courses
Racial attitudes
Secondary education
Social attitudes
Sociology
Student attitudes

The object of this study was to determine (1) the extent of changes in the positive attitudes of high school students toward racial equality and the alleviation of poverty and (2) whether changes in attitudes persisted two years after graduation. The researcher hypothesized that students would generally become more positive, liberal, humanitarian, and openminded as a result of social studies instruction.

Using analysis of variance, the researcher found that students taking two elective sociology courses were more positive initially and continued to be more positive in their attitudes than the students taking only the required course. Thus, she concluded, positive attitudes can be developed by high school social studies courses. Although students taking the community experience course did not experience significantly greater attitude changes than students taking the classroom sociology course, the community experience course was judged to be a successful alternative means of social studies instruction. 158 pp.

Order no. 76-10742

TEACHERS, TEACHER EDUCATION

Attitudes

243. Duck, Lloyd Earl, Ph.D. (descriptive/college)
University of Virginia, 1974

AN EXAMINATION OF ATTITUDES TOWARD DIVERGENT INQUIRY AND OPEN-MINDEDNESS IN RELATION TO A METHODS-STUDENT-TEACHING SEQUENCE FOR SOCIAL STUDIES EDUCATION STUDENTS AT UNIVERSITY OF VIRGINIA

Affective objectives
College instruction
Course analysis
Curriculum models
Divergent thinking
Inquiry training
Preservice education
Student attitudes
Student teaching
Supervisor behavior
Teaching methods
University of Virginia

This study sought to assess the effectiveness of inquiry-oriented social studies teacher education in general and the effectiveness of a teacher-training course utilizing this approach at the University of Virginia.

The results showed that the methods course set forth in the study and taught by the author improved students' attitudes toward use of the divergent inquiry approach. However, the course produced little measurable impact on students' openmindedness.

In the course of the study it was found that the principal source of influence on student teachers was the cooperating teacher. The author concluded, therefore, that great care should be exercised in the selection of these people. 244 pp.

Order no. 74-23241

244. Ernster, Jacquelyn, Ph.D. (descriptive/secondary)
Ohio State University, 1976

AN EXAMINATION OF FACTORS RELATED TO WORLDMINDEDNESS IN SECONDARY SCHOOL TEACHERS

Cultural pluralism
Personable variables
Secondary education
Teacher attitudes

This study involved an analysis of the world-mindedness of selected secondary school teachers and the relationships of personal contact, sex, educational level, subject area taught, and study of foreign cultures to this value orientation. The researcher randomly selected 377 secondary school teachers and asked them to respond to a questionnaire.

The study revealed that sex, contact, and study were more closely related to world-mindedness than travel, educational level, and subject matter taught. Of the latter three variables, there was a negative correlation between educational level and world-mindedness. The researcher determined that sex was the single most important variable revealed by the study. 99 pp.

Order no. 77-2396

245. Fisk, Edward Amos, Ed.D. (descriptive/college)
University of Northern Colorado, 1975

A DESCRIPTIVE ANALYSIS OF THE VIEWS OF PROJECT DEVELOPERS AND SECONDARY TEACHERS TOWARD SOCIAL STUDIES EDUCATION IN THE 1970S

Colorado
Curriculum theory
Preservice education
Teacher attitudes

This study sought to determine what two groups of educators believed should be stressed in the curriculum of a secondary preservice social studies methods course at the college or university level. Using a questionnaire, the researcher polled more than 290 teachers and more than 50 social studies project developers in Colorado.

The results of the study indicated that instruction in social studies methods courses should be centered around helping future teachers learn how to use inquiry and discovery in their classes. Also emphasized as important in a teacher-preparation course were techniques for resolving value conflicts and for examining contemporary problems. 230 pp.

Order no. 76-196

246. Frank, Dwayne Irving, Ed.D. (descriptive/secondary)
University of Idaho, 1973

THE ATTITUDES OF HIGH SCHOOL UNITED STATES HISTORY TEACHERS TOWARD THE TREATMENT OF ORIENTAL AMERICANS AND THE FAR EAST IN UNITED STATES HISTORY TEXTBOOKS

American history
Asia
Content analysis

Dayton, Ohio
Oriental Americans
Teacher attitudes
Textbook bias

The purpose of this study was to determine the attitudes of high school history teachers toward the quality and quantity of the treatment given to Oriental Americans and the Far East in the most commonly used U.S. history textbooks. The most commonly used texts in Dayton, Ohio, were analyzed, and half of the high school U.S. history teachers in three Ohio counties were randomly selected and interviewed.

Ninety-five percent of the teachers said they desired more treatment of Oriental Americans, while 86 percent wanted more treatment of the Far East. More than 80 percent also noted that they would spend more time on the two subjects if more materials were available. 163 pp.

Order no. 74-11771

247. Gitlitz, Alfred Henry, Ph.D. (descriptive/secondary)
Columbia University, 1973

POLITICAL IDEOLOGY, DOGMATISM, AND THE ATTITUDES OF HISTORY TEACHERS TOWARD AFRO-AMERICAN HISTORY

American history
Black studies
Dogmatism
Political attitudes
Racial attitudes
Secondary education
Student attitudes
Student teaching
Teacher attitudes

The subjects for this study were 147 active teachers or student teachers of American history. Political ideology and dogmatism, the two independent variables, were measured, and three ten-item scales designed to measure attitudes toward Afro-American history were used.

Although the results showed that liberals were more-favorably disposed to revisionist content in the history than conservatives, no interaction between ideology and dogmatism was found. 141 pp.

Order no. 73-28209

248. Hare, James Michael, Ed.D. (descriptive/college)
Temple University, 1974

SECONDARY SOCIAL STUDIES TEACHERS' PERCEPTIONS OF THE UTILITY OF COMPONENTS OF SOCIAL STUDIES METHODS COURSES

College instruction
Pennsylvania
Preservice education
Teacher attitudes

The purpose of this study was to examine the perceptions held by secondary social studies teachers of the utility of the components of their college social studies methods courses.

A sample of 610 secondary social studies teachers from southeastern Pennsylvania was chosen for the study, of which 404 responded to a questionnaire comprising 26 components.

The study concluded in part that daily lesson planning was perceived most positively as a component of a methods course, while use of community resources and case studies were most negatively viewed. Teaching concept-learning was generally perceived as useful. Feelings about values education were evenly divided between positive and negative. 164 pp.

Order no. 75-28117

249. Hyde, Linda Chance, Ed.D. (descriptive/general)
University of Tennessee, 1976

PERCEPTIONS OF TEACHERS ABOUT SELECTED ENVIRONMENTAL ISSUES AND PROBLEMS

Environmental education
Louisville, Kentucky
Personal variables
Teacher attitudes
Teacher behavior

This study was designed to examine the attitudes and behavior of teachers in Louisville, Kentucky, schools with respect to environmental education. The author also attempted to determine whether subject area, age, and religious affiliation were correlated with teachers, perceptions of their own roles and the role of the school in teaching about environmental issues and concepts.

A questionnaire developed by the author was completed by 378 teachers, 56 percent of the total sample. The responses indicated that more than two-thirds of the teachers believed that schools should teach about all 94 of the environmental issues mentioned on the questionnaire. Less than one-fourth felt a personal responsibility for providing such instruction, though a majority were willing to participate in activities designed to help them present environmental issues in their classrooms. Teachers of home economics, science, and social studies were the most likely to perceive environmental education as their responsibility.

On the basis of the data obtained from the questionnaires, the author concluded that more inservice training in environmental education

should be provided for teachers and that environmental education programs in the schools should be systemwide, comprehensive, and interdisciplinary. 105 pp.

Order no. 77-1541

250. McIntosh, Carolyn Jo Johnson, Ed.D. (descriptive/elementary)
North Texas State University, 1973

A STUDY OF TEACHERS' ATTITUDES TOWARD THE "NEW" SOCIAL STUDIES

Elementary education
Grade 6
Inservice education
New social studies
Preservice education
Teacher attitudes
Texas

The purpose of this study was to determine the effects of various types of preservice or inservice training on the attitudes toward the "new" social studies of sixth-grade teachers in selected Texas school districts. The types of preparation were (1) completion of a social studies methods course, (2) attendance at a social studies inservice training session, (3) a major or minor in the social sciences, and (4) a combination of these. The researcher's questionnaire elicited responses from 324 teachers in 13 school districts.

While little difference was found between the various forms of training, the study did reveal that younger teachers and team or departmentalized teachers had the most favorable attitudes toward the "new" social studies. 172 pp.

Order no. 74-0451

251. Moorefield, Jean Armistead, Ed.D. (descriptive/college)
University of Virginia, 1974

A STUDY OF CHANGING ATTITUDES AND SELECTED PERCEPTIONS AMONG SOCIAL STUDIES STUDENT TEACHERS

College instruction
Preservice education
Student attitudes
Student teaching
Supervisor attitudes
Supervisor behavior
University of Virginia

The purpose of this study was to describe changes in a variety of perceptions held by social studies student teachers during the student-teaching experience. Fifteen student teachers and four

supervisors from the University of Virginia participated in the study.

The results showed that the student teachers wanted regular feedback and observation, while cooperating teachers and social studies methods courses emphasized construction of lesson plans and behavioral objectives. Pupil interest was of concern to the student teachers, while discipline tended to be of less concern as the student-teaching experience progressed. Student teachers' attitudes toward teaching changed in a negative direction during the student-teaching experience.

The study included a number of recommendations for making the student-teaching experience more beneficial. 180 pp.

Order no. 75-2022

252. Nectoux, Joseph J., Ed.D. (descriptive/elementary)
University of Southern Mississippi, 1975

AN INVESTIGATION OF PERCEPTIONS HELD BY ELEMENTARY SCHOOL PRINCIPALS, TEACHERS, AND TEACHER AIDES OF COLLIER, FLORIDA, TOWARD ELEMENTARY-SCHOOL-AGED MIGRANT CHILDREN OF MEXICAN-AMERICAN HERITAGE

Administrator attitudes
Chicano students
Collier County, Florida
Elementary education
Teacher aides
Teacher attitudes

The major purpose of this study was to examine the perceptions held by elementary principals, teachers, and teacher aides toward Mexican-American migrant children in Collier County, Florida.

The researcher found that, while there were significant differences between principals, teachers, and teacher aides in their perceptions of migrant children, their perceptions tended to be positive in nature. 120 pp.

Order no. 76-04454

253. Roarke, Dale O., Ed.D. (descriptive/general)
Oklahoma State University, 1973

A SURVEY OF SOCIAL STUDIES TEACHERS' ATTITUDES TOWARD POVERTY AND WELFARE PROGRAMS IN OKLAHOMA

Dogmatism
Oklahoma
Personal variables
Social attitudes
Teacher attitudes

In this attitudinal study, teachers were asked to respond to Rokeach's Dogmatism Scale, parts 1 and 2 of the Poverty and Welfare Attitude

Scale, and seven items of biographical information.

No significant positive or negative correlations were found between biographical data or dogmatism ratings and attitudes toward poverty nor between knowledge of poverty and attitudes toward poverty. 117 pp.

Order no. 74-8110

254. Spears, Patricia Faye, Ph.D. (experimental/general)
Florida State University, 1974

THE EFFECT OF STRESS IN ALTERING THE RACIAL ATTITUDES OF EQUALITARIAN OPEN-MINDED AND EQUALITARIAN CLOSED-MINDED SOCIAL STUDIES TEACHERS

Academic achievement
Cognitive dissonance
Dogmatism
Racial attitudes
Stress
Teacher attitudes

Using the premise that the racial attitudes of teachers exert a strong influence on the racial climate in the school and are significantly linked to the academic achievement of minority-group children, the author sought to test the resiliancy of teacher attitudes in this area.

In an experiment involving two groups of teachers, one group was subjected to a media presentation designed to produce cognitive dissonance in their interracial perceptions.

The results of the data analysis suggest that examining attitudes toward situations across objects is a more-fruitful way of studying social attitudes than investigating attitudes toward objects across situations. 133 pp.

Order no. 74-18043

255. Spivey, James Roland, Ed.D. (descriptive/secondary)
Ball State University, 1973

A COMPARATIVE STUDY OF THE CURRICULAR PERSPECTIVES AND SCORES OF DOGMATISM OF SOCIAL STUDIES TEACHERS IN COOK COUNTY, ILLINOIS

Cook County, Illinois
Curriculum choices
Dogmatism
Secondary education
Teacher attitudes

The main purpose of this study was to test for a correlation between the scores of secondary social studies teachers on dogmatism and their curricular preferences in one of two directions: social studies as

social sceince and social studies as citizenship problems. A questionnaire was utilized to which 125 teachers responded.

The hypothesis that a social science curriculum perspective was positively correlated with a relatively closed mind was not confirmed by this study. Dogmatism was not found to be significantly correlated to either curricular perspective chosen for this study. 158 pp.

Order no. 74-09217

256. Stansel, Paul L., Ed.D. (descriptive/secondary)
Auburn University, 1973

AUTHORITARIAN-DEMOCRATIC ATTITUDES AND PRACTICES OF RETIRED MILITARY PERSONNEL EMPLOYED AS SECONDARY SCHOOL SOCIAL STUDIES TEACHERS

Authoritarianism
Class(room) management
Military service
Secondary education
Teacher attitudes
Teacher behavior

One school system in Georgia and two in Florida were selected in an effort to determine if there were significant differences between the authoritarian-democratic attitudes and practices of retired military teachers and those of career social studies teachers without extensive military experience. The attitudes and perceptions of 1,289 students and 152 teachers were assessed.

The study concluded that retired military teachers are severely authoritarian and do not enjoy the same degree of rapport with students as career teachers. The result is a poor atmosphere for inquiry and intellectual discourse in the classroom. 94 pp.

Order no. 74-11224

257. Turner, Ray Eyre, Ed.D. (descriptive/elementary)
Brigham Young University, 1974

READINESS OF ELEMENTARY EDUCATORS IN NORTHERN UTAH TO IMPLEMENT THE 1972 STATE SOCIAL STUDIES GUIDE

Administrator attitudes
Curriculum development
Elementary education
Supervisor attitudes
Teacher attitudes
Utah

This study sought to assess the willingness and readiness of teachers in northern Utah to implement five major topics into the social studies curriculum.

While teachers, supervisors, and principals seemed to react favorably to the topics, only about 7 percent had used the published guide in teaching and less than half of the teachers surveyed had even seen it. 173 pp.

Order no. 74-19462

258. Vines, Carolyn Wadkins, Ed.D. (descriptive/elementary)
North Texas State University, 1976

THE UNDERSTANDING AND ATTITUDES OF ELEMENTARY TEACHERS TOWARD ECONOMICS EDUCATION

Cognitive knowledge
Economics
Educational needs
Elementary education
Preservice education
Teacher attitudes

The purpose of this study was to determine the understanding of economic concepts and the attitudes toward economic education of selected elementary teachers. It further sought to determine (1) which variables were related to the understanding of economic concepts and to attitudes toward economic education, (2) how selected variables interacted, and (3) whether a correlation existed between the understanding of economic concepts and positive attitudes toward economic education.

The analysis of data revealed that recent completion of a college-level social studies methods course did not appear to have as significant an impact on teachers' understanding of economic concepts as on their attitudes toward economic education.

The author concluded that teacher education institutions should consider developing an interdisciplinary content course and devising economics courses that would increase students' retention of and interest in economics. 156 pp.

Order no. 76-29175

259. Anctil, Donald Edward, Ed.D. (descriptive/secondary)
Utah State University, 1973

DOGMATISM AND PHILOSOPHY: THEIR RELATION TO TEACHER ACCEPTANCE AND UNDERSTANDING OF THE NEW SOCIAL STUDIES

Dogmatism
Educational philosophy
New social studies
San Francisco Bay Area
Secondary education
Teacher attitudes

The purpose of this study was to investigate the relationship of two characteristics--dogmatism and educational philosophy--to teachers' acceptance and understanding of the "new social studies."

The sample consisted of 222 secondary social studies teachers from three counties in the San Francisco Bay Area. Questionnaires utilized Troldahl and Powell's Short Form Dogmatism Scale, Curran's Short Test of One's Educational Philosophy, and the researcher's own instrument, which tested both teacher acceptance of the new social studies and teacher understanding of the new social studies rationales.

Results indicated that both degree of dogmatism and educational philosophy were significantly related to teacher acceptance and understanding of the rationales of the new social studies. 189 pp.

Order no. 73-5596

260. Carter, Larry George, Ph.D. (descriptive/elementary)
University of Michigan, 1974

THE RELATIONSHIP BETWEEN TEACHER ATTITUDES TOWARD EDUCATION AND TEACHER RATINGS OF SELECTED BEHAVIORAL OBJECTIVES FOR ELEMENTARY SOCIAL STUDIES

Affective objectives
Educational philosophy
Elementary education
Personal variables
Teacher attitudes

The purpose of this study was to investigate (1) the relationship between two basic factors, progressivism and traditionalism, that underlie attitudes toward education and (2) the behavioral objectives that teachers consider to be important for students. The researcher found that, in general, the more progressive the teacher, the greater the value that was placed upon affective-domain characteristics.

The study includes a number of correlation coefficients for the relationships between teacher attitudes and the ratings given to the objectives which were significant at the .01 level.

Of the seven biographic variables measured against teachers' attitudes toward education, only the number of graduate semester hours in social studies was found to be statistically significant. 250 pp.

Order no. 75-652

General

261. Dick, James Sidney, Ed.D. (descriptive/secondary)
Indiana University, 1974

A STUDY TO DETERMINE THE CHARACTERISTICS OF INNOVATIVE SOCIAL STUDIES DEPARTMENTS IN THE SECONDARY SCHOOLS OF INDIANA

Educational innovation
Indiana
Personal variables
Secondary education
Supervisor attitudes
Teacher attitudes
Teacher behavior

Operating on the hypothesis that innovative social studies departments would tend to share certain characteristics, the researcher investigated ten social studies departments known for high levels of innovation.

The study yielded four findings:

1. Teachers in these departments tended to be young and educated beyond the master's level. Although membership in professional organizations was limited, at least half of the teachers had attended a social studies conference during the past year. They tended to value belief in public service and sense of autonomy more than other dimensions of the Professional Scale.

2. Most departments had schemes for rewarding innovative teachers, and all department chairmen considered themselves leaders in innovation.

3. Salaries tended to be above the state mean and median levels. Provisions for staff travel were evident, and per-pupil expenditures were above the state average.

4. Innovative social studies departments tended to have some of the characteristics of innovative organizations in general.

The study also included recommendations for further research. 227 pp.

Order no. 75-5612

262. Hahn, Carole Louise, Ed.D. (descriptive/secondary)
Indiana University, 1974

RELATIONSHIPS BETWEEN POTENTIAL ADOPTERS' PERCEPTIONS OF NEW SOCIAL STUDIES MATERIALS AND THEIR ADOPTION OF THOSE MATERIALS IN INDIANA AND OHIO

Administrator attitudes
Curriculum development
Indiana
Ohio
Secondary education
Teacher attitudes
Textbook selection

In this study 250 secondary-school principals in Indiana and Ohio were asked to name persons who were most influential in the selection of new social studies materials. The people identified were sent a list of new social studies materials and a questionnaire about their

perceptions of those new materials with which they were familiar. The questionnaire contained items designed to measure the potential adopters' attitudes toward the materials, adoption of the materials, and subdimensions of perceptions suggested by the diffusion literature.

It was found that many potential adopters were not yet familiar with the new social studies materials. The problem seemed particularly acute in rural areas. Potential adopters tended to have negative attitudes toward materials they perceived as being complex, and they were not likely to recommend adopting materials they perceived as being similar to materials schools had used previously. 247 pp.

Order no. 75-5558

263. Hiland, Leah Fern, Ph.D. (descriptive/secondary)
Indiana University, 1973

INFORMATION NEEDS AND THE USE OF INFORMATION SYSTEMS BY SOCIAL STUDIES TEACHERS IN SIX SECONDARY SCHOOLS

Information seeking
Information sources
Secondary education
Teacher behavior

The purposes of this exploratory study were (1) to identify the kinds of information needed by social studies teachers, (2) to identify the variety of information systems and channels teachers used to find information, and (3) to test the relationships between three selected variables and the use of information systems by the teachers.

On the basis of data gained from interviews with 35 selected teachers, the researcher concluded that (1) teachers used a variety of information systems, with informal channels used most often; (2) they used them frequently; and (3) there were no significant relationships between the selected variables and teachers' use of information systems. 171 pp.

Order no. 74-373

264. Lewis, Mary Ann, Ed.D. (descriptive/general)
Virginia Polytechnic Institute and
State University, 1976

THE DEVELOPMENT OF A TECHNIQUE TO EXAMINE THE CONGRUENCE BETWEEN INSTRUCTIONAL OBJECTIVES AND QUESTIONS PLANNED BY SOCIAL STUDIES STUDENT TEACHERS

Cognitive objectives
Preservice education
Questioning techniques

Student teaching
Teacher behavior

The purpose of this study was to develop and subsequently implement a technique for examining the congruence of the objectives and questions planned by social studies student teachers.

The measure used in this study was the Cognitive Index, which was specifically designed to reflect the cognitive level. The objectives and questions were classified into two cognitive categories--higher and lower--based on a modified version of Bloom's (1956) classification scheme for educational objectives.

A comparison of the cognitive indices revealed that the student teachers tended to be more congruent in their daily planning than in their unit planning. They tended to design unit test questions which placed more emphasis at a lower cognitive level than that of their unit objectives.

Student teachers in junior high schools tended to be more congruent than student teachers in senior high schools. 106 pp.

Order no. 76-17099

265. Riley, Joyce Bickerstaff, Ph.D. (descriptive/elementary)
University of Illinois, 1975

POLITICAL SOCIALIZATION IN THE ELEMENTARY SCHOOL: THE ROLE OF THE AFRO-AMERICAN TEACHER

Black teachers
Elementary education
Political socialization
Teacher attitudes
Teacher behavior

This study examined the role of the black teacher in the political socialization process. Data were gathered by interview and questionnaire methods from 50 elementary teachers. A major objective of the investigation was to generate data to build hypotheses for further empirical research.

Indices used to describe "political culture" were (1) the teacher's objectives for citizenship education, (2) the extent of participation in classroom ritual, (3) curriculum content and ideology, and (4) degree of authoritarian attitude toward classroom management and control.

From the findings, a general profile of black elementary teachers emerged which was slightly different from those drawn of their non-black counterparts by previous studies of teacher role perception in political socialization. 234 pp.

Order no. 76-6924

266. Thorne, James Dale, Ph.D. (descriptive/secondary)
University of Pittsburgh, 1973

A SURVEY TO DETERMINE SELF-PERCEPTIONS OF THE ROLE AND PERFORMANCE OF THE SECONDARY SOCIAL STUDIES DEPARTMENT CHAIRMEN IN PENNSYLVANIA

Job satisfaction
Occupational information
Pennsylvania
Secondary education
Self-concept
Supervisor attitudes
Supervisor behavior
Work environment

Responses to a questionnaire returned by 78 percent of a random sample of 350 social studies department chairmen revealed substantial differences between what the department chairmen thought they should be doing and what they were actually doing. Supervision involved the chairmen least, while managerial matters involved them most. From the data, the author developed a profile of the department chairmen which included experience, feelings about the role of the principal, teaching responsibilities, pay, evaluation, education, departmental structure, and role in the total school environment. 130 pp.

Order no. 74-2107

267. Van Griethuysen, Robert A., Ed.D. (descriptive/secondary)
University of Nebraska, 1973

AN INVESTIGATION INTO THE SOCIO-ECONOMIC BACKGROUND OF NEBRASKA'S SECONDARY SOCIAL STUDIES TEACHERS

Nebraska
Personal variables
Secondary education
Socioeconomic factors
Teacher attitudes

The investigator administered a survey instrument to a stratified random sample of 150 subjects from a population of 842 Nebraska secondary social studies teachers. From the questionnaire responses, he compiled a 25-item profile of the secondary social studies teacher in Nebraska. In addition, he drew conclusions about the relationships between a teacher's father's occupation and the teacher's professional education, attitudes toward controversial issues, and professional experience. 172 pp.

Order no. 74-623

268. Whitehurst, Winston Marcus, Ed.D. (descriptive/college)
Virginia Polytechnic Institute and
State University, 1973

THE RELATIVE EFFECT OF PUBLIC SCHOOL PERSONNEL OFFICERS AND THE SOCIAL STUDIES EDUCATION PROGRAM ON THE CAREER OPPORTUNITIES AND PLACEMENT OF VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY GRADUATES

Career opportunities
College instruction
Job placement
Preservice education
Virginia Polytechnic Institute and State University

Utilizing a variety of data-gathering strategies, the researcher concluded that the surplus of VPI and SU graduates prepared to teach social studies resulted from (1) poor counseling and program advice, (2) improper teacher selection and placement practices, and (3) a decline in jobs available for new teachers. Acknowledging that the surplus figure might be somewhat distorted, he discussed possible reasons for such a distortion. 136 pp.

Order no. 73-26276

269. Baum, James K., Ph.D. (descriptive/general)
Georgia State University, 1976

REASONS UNDERLYING CAREER DECISIONS OF CERTIFIED PERSONS IN SECONDARY SOCIAL STUDIES

Career choice
College instruction
Personal variables
Preservice education
Teacher attitudes
West Georgia College

This study was focused on West Georgia College graduates who had been certified to teach secondary social studies between 1965 and 1974. The author attempted to determine how many of these graduates were actually employed as social studies teachers; those who were not were asked what factors prompted them to choose other careers. Social science educators in southern states were also asked what factors they believed to be most important in influencing certified social studies teachers to seek other kinds of employment.

The two groups agreed that teachers who left the field did so primarily for economic reasons. Grade-point average, sex, and age did not appear to be significant factors. 95 pp.

Order no. 77-1533

270. Bimes, James David, Ed.D. (descriptive/general)
University of Missouri, 1973

A STUDY OF SOCIAL STUDIES DEPARTMENT CHAIRMEN AND SELECTED LEADER BEHAVIOR DIMENSIONS

Leadership
Missouri
Supervisor attitudes
Supervisor behavior
Teacher attitudes

The purpose of this study was to examine selected leader behavior dimensions of social studies department chairmen in Missouri from the viewpoints of both the department chairmen and social studies teachers. Initiating structure and consideration were the two leader behaviors which were studied. Interest was focused on the amount of agreement between the two groups. The study also investigated the behavior of chairmen as they performed their functions in curriculum development and supervision. 122 pp.

Order no. 74-18470

271. Blackmon, George Ervin, Ed.D. (descriptive/elementary)
University of California, Los Angeles, 1973

CRUCIAL NEEDS OF MIDDLE GRADE TEACHERS (5-8) FOR ASSISTANCE IN IMPLEMENTING THE INQUIRY PROCESS OF THE NEW SOCIAL STUDIES IN CALIFORNIA

Administrator attitudes
California
Educational needs
Elementary education
Inquiry training
Inservice education
New social studies
Teacher attitudes

Analysis of the results of a questionnaire sent to 131 teachers, interviews with 15 principals and 20 teachers, and the responses of 496 students to a questionnaire revealed that the teachers, while rating themselves as competent in the teaching of individual inquiry skills, demonstrated some confusion about the process. Inservice education was identified and endorsed by both teachers and principals as a useful tool in promoting greater understanding of the inquiry process.

The researcher pointed to the need to develop effective inservice educational strategies to improve inquiry teaching. 153 pp.

Order no. 73-32048

272. Bohler, Gloria Ann, Ed.D. (descriptive/general)
University of Georgia, 1973

A QUESTIONNAIRE SURVEY OF SOCIAL STUDIES SUPERVISORS' JOB CHARACTERISTICS

Job satisfaction
Occupational information
Personal variables
Supervisor attitudes
Supervisor behavior

The purpose of this study was to define the characteristics and describe the jobs of local social studies supervisors. The data base for the analysis consisted of 177 questionnaire responses from 34 states containing information about personal background, professional activities, professional education, and current employment.

Among the major findings was that supervisors generally felt that not enough time was available for the "desirable" role of improving instruction. 234 pp.

Order no. 73-31857

Inservice Training

273. Cleveland, Bernard Fred, Ph.D. (experimental/general)
Ohio State University, 1973

MEASURING THE IMPACT OF GORDON'S TEACHER EFFECTIVENESS TRAINING (TET) ON TEACHERS OF SOCIAL STUDIES

Class(room) management
Course analysis
Inservice education
Teacher behavior
Teacher Effectiveness Training

The author sought to examine a number of questions related to the effectiveness of TET on classroom management and interpersonal situations.

Six randomly selected teachers comprised the experimental group for this study, and six were assigned to the control group. Information was gathered through testing, tapes, interviews, biographical description, and research observations.

Because the tests in this study were found to be invalid, no reliable information could be obtained about the significant differences between the two groups. However, analysis of the anecdotal material indicated that change had occurred in three of the teachers who had received Teacher Effectiveness Training. The evidence found in this study is not thought to be completely authoritative. 211 pp.

Order no. 73-26787

274. Flood, Frank Joseph, Ed.D. (descriptive/secondary)
University of Virginia, 1973

A STUDY OF TEACHER BEHAVIOR IN AN INQUIRY-ORIENTED SOCIAL STUDIES COURSE OF STUDY

Communication skills
Course analysis
Fairfax County, Virginia
Inquiry training
Inservice education
Teacher behavior

The inquiry-oriented course used for this study dealt with group processes that encouraged teachers to develop skills in reflective thinking and communication. Forty teachers from Fairfax County, Virginia, served as the population for the study.

A posttest analysis showed that the teachers had increased their knowledge and improved their abilities to communicate, think, and act, and that their classroom performance had improved as a result of their participation in the inservice course. A follow-up survey indicated that the benefits continued over time. 233 pp.

Order no. 73-24987

275. King, William Elwin, Ed.D. (descriptive/general)
University of Arkansas, 1973

A COMPARISON OF THE OPINIONS OF TWO GROUPS OF SECONDARY SOCIAL STUDIES TEACHERS CONCERNING THE FIFTH YEAR OF TEACHER EDUCATION

Certification
Master's degree
Preservice education
Teacher attitudes

The author used a questionnaire to gain information about inservice teachers' views concerning the value of a master's degree. Two groups of teachers were selected for the study. One group was located in an area where the master's degree was not stressed, and the other was from an area where a master's degree was required for basic certification.

While the value of the degree was largely upheld by the results, many teachers felt that the degree should be taken in a subject area rather than in education. The master of arts in teaching degree program seemed to be most favored by both groups.

The author included a number of recommendations for strengthening both the attractiveness and the content of the fifth-year program. 203 pp.

Order no. 73-27393

276. Lit, Estelle Marks, Ed.D. (descriptive/secondary)
University of Southern California, 1973

ASSESSMENT OF SECONDARY SOCIAL STUDIES INSERVICE TEACHER DEVELOPMENT PROGRAM OF A PROFESSIONAL ASSOCIATION

Course analysis
Educational needs
Inservice education
Professional associations
SCSSA
Secondary education
Teacher attitudes

The purpose of this study was to assess teachers' perceptions of needs for selected instructional practices, new curriculum materials, and involvement in curriculum planning in order to formulate guidelines for a future inservice development program. Questionnaires, a literature review, and interviews were used to accumulate data.

It was found that teachers who had experienced the Southern California Social Science Association inservice teacher development program of 1971-72 were more likely to perceive the instructional practices of the "new social studies" as essential than teachers who had not received SCSSA training. The SCSSA group also felt that it was essential for teachers to be introduced to the newly funded curriculum content. Both groups believed that teachers should be involved in curriculum planning.

A number of recommendations were included in the dissertation. 144 pp.

Order no. 73-31367

277. Newhouse, Walter Jefferson, Ph.D. (descriptive/elementary)
Ohio University, 1973

A SIMULATION INSERVICE MODEL PROGRAM FOR ELEMENTARY TEACHERS OF THE NEW SOCIAL STUDIES

Curriculum models
Elementary education
Inservice education
New social studies
Simulations

The purpose of this study was to develop and test materials for three simulation sessions designed to train teachers to use "new social studies" materials. The areas of study were (1) concepts and generalizations from the social sciences and history, (2) the inquiry process, and (3) the world-view approach.

After conducting three pilot tests of the materials, the researcher concluded that those which relied heavily on reading were too cumbersome. Materials which were explicitly substantive did not appear

to assist teachers in their understanding of the new social studies. Lack of explicit competition within the simulation detracted from the level of motivation of the participants. Finally, the feedback component of the simulations was found to be inadequate as an element of reinforcement. 158 pp.

Order no. 74-07651

278. Welch, Homer Elwyn, Ed.D. (experimental/college)
East Texas State University, 1976

THE EFFECTS OF A SELF-INSTRUCTIONAL LEARNING PROGRAM ON THE ORAL QUESTIONING BEHAVIOR OF SOCIAL STUDIES STUDENT TEACHERS

Course analysis
Preservice education
Questioning techniques
Self-instructional programs
Student teaching
Teacher behavior

The experimental group in this study utilized *Laboratory Based Self Analysis Strategy*, a self-instructional package designed to improve questioning skills and raise the cognitive level of questions asked by teachers. Another treatment group used Sanders' *Classroom Questions: What Kind?* A third group received no instruction.

After analyzing test data, the researcher concluded that *Laboratory Based Self Analysis Strategy* was an effective means of altering teachers' questioning behavior and that merely reading Sanders' *Classroom Questions: What Kind?* was not effective in raising the cognitive level of teachers' questions. 135 pp.

Order no. 77-501

279. Weipert, Louis Francis, Ed.D. (descriptive/secondary)
University of Colorado, 1975

INSERVICE EDUCATION IN THE SOCIAL STUDIES

Administrator attitudes
Colorado
Educational history
Inservice education
Supervisor attitudes
Teacher attitudes

The major problem of this study was to examine the attitude of Colorado educators toward inservice education. In addition, the study investigated the history of American inservice education in general since 1900 and the evolution of secondary social studies inservice education since 1957.

The attitudes of teachers, administrators, and supervisors involved in secondary social studies were probed to determine if subjects in various roles and districts expressed different attitudes.

The investigator concluded that there was a difference in the attitudes of professionals in Denver: teachers expressed a faintly positive view, while administrators and supervisors expressed a distinctly positive attitude. In none of the three districts investigated was there a significant difference between the attitudes of administrative and supervisory personnel. 357 pp.

Order no. 76-03966

280. Beck, William Walter, Ph.D. (descriptive/secondary)
Ohio State University, 1975

A STUDY OF MODELS FOR INSERVICE EDUCATION: AN ANALYSIS OF A "GROWTH" WORKSHOP AS APPLIED TO THE INSERVICE EDUCATION OF SECONDARY SOCIAL STUDIES TEACHERS

American history
Curriculum models
Inservice education
Secondary education

The problem in this study was to investigate, measure, and analyze the impact of the "growth" approach on the inservice education of secondary social studies teachers.

The investigation involved developing a "growth" model, testing the model, and drawing conclusions about the mode. The Institute on the American Revolution served as a "growth" workshop. An evaluation of the teacher-participants' increase in professional competence was conducted. A subsequent evaluation of the effects of the workshop on the students was also completed.

In the course of the study, six null hypotheses were developed and three variables (knowledge, attitude, and interest) were isolated to test the effects of the "growth" workshop. Analysis of variance was used to test the null hypotheses.

The teacher-participants were found to have gained substantial knowledge about the American Revolution and increased their methodological skills as a result of participating in the workshop. The students of the participants also gained substantial knowledge. Student interest level depended on the materials used. Student attitude changes toward the American Revolution were not found to be significant. 300 pp.

Order no. 76-3378

Preservice Training

281. Elish, Raymond Daniel, Ph.D. (descriptive/college)
Kent State University, 1973

AN ANALYSIS OF SECONDARY SCHOOL SOCIAL STUDIES METHODS COURSES IN OHIO COLLEGES AND UNIVERSITIES, 1973

College instruction
Educational needs
Ohio
Preservice education
Teaching methods

The researcher surveyed 52 approved colleges and universities in Ohio which offered secondary methods courses. Using a questionnaire and interview schedule, 100 percent of the instructors were interviewed.

A wide variety of findings resulted from the research. In addition, the author offered nine recommendations designed to strengthen the quality of the methods courses in social studies offered in Ohio. 231 pp.

Order no. 74-15059

282. Fell, David J., Ph.D. (historical/college)
Kent State University, 1975

AN ANALYTIC SURVEY OF SECONDARY SOCIAL STUDIES TEACHER ACADEMIC PREPARATION PROGRAMS IN OHIO'S TEACHER EDUCATION INSTITUTIONS

College instruction
Curriculum analysis
Ohio
Preservice education

This study was designed to examine the nature of academic preparation for secondary social studies teachers in Ohio. Five questions and answers were posed by the study; these pertained to the academic programs in the 52 state-approved teacher preparation institutions.

The researcher found (1) that considerable diversity exists, (2) that most schools had just added to their old programs to meet new guidelines, and (3) that several differences existed between the programs developed by private schools and those developed by state schools. All comprehensive programs offered at least 60 hours of academic preparation in addition to an introductory course in each of the six social science disciplines. 202 pp.

Order no. 76-4923

283. Fink, Cecelia H., Ph.D. (descriptive/college)
University of Maryland, 1975

THE IMPACT OF STUDENT-TEACHING ON ATTITUDES AND BEHAVIORS RELATING TO PUPIL CONTROL AND TEACHER AUTHORITY FOR A GROUP OF SECONDARY SOCIAL STUDIES STUDENT-TEACHERS

Class(room) management
College instruction
Preservice education
Student teaching
Supervisor attitudes
Supervisor behavior
Teacher attitudes
Teacher behavior

This study explored and described the attitudes and behaviors of a group of social studies secondary student teachers and their supervising teachers in the areas of pupil control and teacher authority.

The researcher used the following procedures: (1) open questionnaires, (2) attitude scales and priority-rating questionnaires, (3) weekly student teaching logs, and (4) field observation and interviews.

The researcher concluded that student teachers became significantly more custodial during the student-teaching experience. There was little attitude change in the area of teacher authority and little evidence of experiences that were conducive to learning about authority. 281 pp.

Order no. 76-08387

284. Franks, Dorothy Kember, Ph.D. (descriptive/college)
University of Illinois, 1973

A STUDY TO INVESTIGATE RELATIONSHIPS BETWEEN PUPIL PERCEPTION OF STIMULATING TEACHING AND CERTAIN OTHER VARIABLES IN SOCIAL STUDIES MICRO-CLASSES

College instruction
Microclasses
Personal variables
Preservice education
Student attitudes
Teacher attitudes
Teacher behavior

This study recognized the need to identify the low-inference variables which contribute to a higher-inference variable, stimulating teaching. Such cognitive variables as lesson organization, teacher questions, and differential use of logical processes were investigated, along with such noncognitive variables as speech factors, gestures and mobility, eye contact, reinforcement and encouragement, and teacher nervousness.

The study, which used 43 preservice teachers, appears to validate the results of earlier research into the relationships between pupil

perception of stimulating teaching, pupil perception of good lesson organization, and teacher mobility in the classroom. However, the relationships between stimulating teaching and other variables remains unclear.

The author warns that the approach used in this study to identify low-inference variables might not be a fertile one. 100 pp.

Order no. 74-05572

285. Heller, Gerald Alan, D.Ed. (descriptive/college)
Pennsylvania State University, 1974

AN EXAMINATION OF THE EXTENT TO WHICH TRENDS IN SOCIAL STUDIES EDUCATION ARE INCORPORATED INTO SOCIAL STUDIES METHODS COURSES IN THE UNITED STATES

College instruction
Course analysis
Educational change
Educational innovation
Preservice education
Teaching methods

The purposes of this study were (1) to identify the major trends and innovations which have emerged in the field of social studies education during the past 20 years and (2) using the identified trends as the basis for a questionnaire, to conduct a national survey of secondary social studies methods courses in an effort to discover the extent to which they incorporate these trends. Inquiry, value education, separation of social studies disciplines, use of controversial issues, minority studies in the history curriculum, and use of games and simulation were among the trends identified.

Responses to the questionnaire revealed that programmed instruction, team teaching, independent study, and study of world cultures were the innovations most commonly incorporated into social studies methods courses. The extent of incorporation was related to the individual levels of professionalism of instructors and to certain characteristics of the institutions in which the methods courses were being taught. 201 pp.

Order no. 75-19766

286. Isaf, Robert Salem, Ph.D. (descriptive/college)
Ohio University, 1974

AN ANALYSIS OF SKILL DEVELOPMENT EXERCISES APPEARING IN "OLD" AND "NEW" SOCIAL STUDIES COLLEGE METHODS TEXTBOOKS

Cognitive objectives
College instruction
Content analysis

New social studies
Preservice education
Teaching methods

The problems in this study were (1) to investigate how closely skill-development exercises found in "new" social studies textbooks used in college methods courses reflect the cognitive characteristics established for the new social studies curricula and (2) to determine how skill-development exercises in the new social studies texts differ from the ones found in the "old" methods texts. Bloom's Taxonomy of Educational Objectives and Wadleigh's Rater Guide were used for analysis.

The research found that old social studies texts relied heavily on recall and comprehension questions, while the new social studies texts tended to emphasize the four upper levels of cognitive development. Other differences were noted, as well as comparisons between the study's findings and previous research. 113 pp.

Order no. 74-23853

287. Kirkpatrick, Dorothy Louise, Ed.D. (descriptive/college)
University of Kentucky, 1974

A STUDY OF THE COMPETENCIES FOR COOPERATING TEACHERS AS PERCEIVED BY SELECTED GROUPS OF ELEMENTARY EDUCATION, PHYSICAL EDUCATION, AND SECONDARY SOCIAL STUDIES STUDENT TEACHERS

College instruction
Eastern Kentucky University
Preservice education
Student teaching
Supervisor behavior
Teacher attitudes

Using Flanagan's Critical Incident Technique, representatives of three groups of student teachers from Eastern Kentucky University were asked to identify actions of their supervising teachers which they perceived as being very effective or very ineffective in helping them as student teachers. During the final weeks of their student teaching, the students were asked to fill out a competency questionnaire by rating certain behaviors as "not needed, least needed . . . definitely needed" for cooperating teachers who were supervising student teachers.

Both similarities and differences were noted in the responses of the three groups. The elementary education group identified more than twice as many competencies as being "definitely needed" as the other two groups. All groups perceived the most important category of cooperating teacher behavior to be "developing student teachers' perceptions of the teacher-learning process." Recommendations for further research were included. 222 pp.

Order no. 75-5829

288. Konen, Mary Louise Hunley Eastman, Ph.D. (experimental/college)
University of South Carolina, 1973

THE EFFECT OF LEARNING ACTIVITY PACKAGES ON TEACHER-TRAINEES IN THE SOCIAL STUDIES METHODS PROGRAM OF THE COLLEGE OF EDUCATION, UNIVERSITY OF SOUTH CAROLINA

Cognitive objectives
College instruction
Curriculum models
Learning activity packages
Preservice education
Teaching methods
University of South Carolina

This two-stage pilot study developed four learning activity packages (LAPs) on topics listed as important by the National Council for the Social Studies and evaluated their effectiveness in regard to the cognitive achievement of teachers in training. Eighteen trainees in the experimental group were compared with 18 trainees who did not use the LAPs.

The researcher found that in all three areas measured--knowledge, performance in writing learning activity packages (LAPs), and voluntary implementation of LAPs--the 18 experimental group members tested slightly higher than those in the control group. However, the differences were not statistically significant. 120 pp.

Order no. 74-05388

289. Lester, Thomas F., Ed.D. (descriptive/college)
University of Montana, 1975

A STUDY OF PREPARATION PROGRAMS FOR SECONDARY SCHOOL SOCIAL STUDIES TEACHERS AT UNIVERSITIES AND COLLEGES OF MONTANA

College instruction
Montana
Preservice education
Teacher attitudes

The purpose of this study was to determine the attitudes of secondary social studies teachers toward their professional preparation. The subjects had all graduated from Montana institutions of higher education prior to 1972. Special attention was given to teachers' attitudes toward their training in instruction, student needs, and professional development. Subjects were asked 40 specific questions containing a total of 99 items pertaining to their training.

The study concluded that teachers felt adequately prepared to teach history and government but less well prepared to teach anthropology, geography, economics, sociology, and social psychology. Basically,

teachers felt they had not received enough practical experience or enough training in the use of curriculum projects. 146 pp.

Order no. 76-50008

290. Marsh, Colin James, Ph.D. (descriptive/college)
Ohio State University, 1973

A COMPARATIVE STUDY OF PRE-SERVICE TEACHER ATTITUDES TO SELECTED INQUIRY TEACHING TECHNIQUES IN SOCIAL STUDIES AT THE OHIO STATE UNIVERSITY (UNITED STATES OF AMERICA) AND THE SECONDARY TEACHERS' COLLEGE (WESTERN AUSTRALIA)

College instruction
Inquiry training
Ohio State University
Personal variables
Preservice education
Secondary Teachers' College
Teacher attitudes
Teaching methods

The main objective of this study was to ascertain whether preservice social studies teachers had positive attitudes toward selected inquiry teaching techniques and whether their attitudes were related to specific personal attributes and/or formal and informal educational experiences. The researcher also sought to find whether there were any significant differences in these areas between preservice teachers at Ohio State University and their counterparts at Secondary Teachers' College in Western Australia.

Both samples showed a positive attitude toward the inquiry approach, and informal educational variables yielded higher correlations than formal education. A variety of other findings and comparisons were contained in the dissertation. 323 pp.

Order no. 74-11009

291. Masemore, Ira Grabill, D.Ed. (descriptive/college)
Pennsylvania State University, 1973

AN ASSESSMENT OF INSTRUCTIONAL MODES USED BY SECONDARY SOCIAL STUDIES TEACHER-TRAINERS IN THE SOCIAL STUDIES METHODS COURSE IN PENNSYLVANIA

College instruction
Pennsylvania
Preservice education
Teacher attitudes
Teaching methods

The purpose of this study was to systematically assess the instructional modes used by trainers of secondary social studies teachers

in Pennsylvania.

It was found that the primary instructional mode used in social studies teacher-training methods courses was lecture-recitation, even though the instructors reported that examination and problem solving was their preferred instructional mode. 116 pp.

Order no. 74-20892

292. McAfee, David Thomas, Ph.D. (descriptive/college)
Southern Illinois University, 1973

AN ANALYSIS OF THE PREPARATION AND PERFORMANCE OF SOCIAL STUDIES TEACHERS

College instruction
Preservice education
Southern Illinois University
Supervisor attitudes
Teacher attitudes
Teacher behavior

This study tried to determine the extent to which adequate training had been provided to graduates of the Southern Illinois University social studies teacher-training program. Further, the study sought to assess the competencies which teachers exhibited in their classrooms as judged by both teachers and their supervisors.

An analysis of the data showed that graduates of the Southern Illinois University program manifested a high degree of competence and confidence in the classroom and were rated as average or above average by supervisors in the field. Further, the program was viewed as adequate in familiarizing the students with a large number of social studies techniques and methods. 174 pp.

Order no. 74-06276

293. Procasky, William John, Ph.D. (descriptive/college)
University of Pittsburgh, 1974

CONTEMPORARY PREPARATION OF TEACHERS OF GEOGRAPHY FOR SECONDARY SCHOOLS IN PENNSYLVANIA

Certification
College instruction
Curriculum analysis
Geography
Pennsylvania
Preservice education

In Pennsylvania, teacher certification is left primarily to the degree-granting institution. This study was designed to examine the

characteristics of the geography programs developed to meet new social studies certification requirements.

A variety of results were obtained about both students with a geography concentration and those with other concentration areas. Pennsylvania standards for preparation in geography were compared with standards set by professional guidelines. 126 pp.

Order no. 74-19756

294. Radtke, Muriel Marie, Ed.D. (experimental/college)
Boston University, 1973

THE EFFECTS OF TRAINING AND PRACTICE ON THE QUESTIONS USED BY ELEMENTARY STUDENT TEACHERS DURING SOCIAL STUDIES DISCUSSIONS

College instruction
Discussion
Elementary education
Inquiry training
Preservice education
Questioning techniques
Student teaching
Teacher behavior
Verbal interaction

The researcher developed a plan for an experimental study to test the hypothesis that specific instruction and practice in questioning would result in the use of a greater variety of questions. The experimental groups received practice using Sanders' questioning categories, while the control groups used a programmed text of Flanders' verbal interaction system. After the six-week treatment a pair of audiotapes from each teacher was analyzed. The groups were then rotated so that all teachers received both treatments.

The experimental treatment was seen to have little effect on the number and level of questions asked by teachers. Recommendations for further study were included. 194 pp.

Order no. 73-23599

295. Ramsey, Clarice Mae, Ed.D. (descriptive/college)
University of Nebraska, 1975

RELATIONSHIPS OF SELECTED FACTORS OF SOCIAL STUDIES STUDENTS IN THE NEBRASKA UNIVERSITY SECONDARY TEACHER EDUCATION PROGRAM AND THEIR DEVELOPED TEACHING STYLES IN THE PROGRAM

College instruction
Personal variables
Preservice education
Student teaching

Teacher attitudes
Teacher behavior
University of Nebraska

The purpose of this study was to investigate whether relationships exist between selected factors of social studies students in the Nebraska University Secondary Teacher Education Program and teaching styles developed by the students in the program. Factors were defined as personal characteristics, educational values, and perceived teaching styles. Teaching style was defined as direct or indirect teacher verbal behavior.

The researcher found that (1) the students made significant changes in their teaching styles during the semester; (2) differences between male and female teaching styles were indicated by nine out of the sixteen factors on the personality factors questionnaire; (3) a significant relationship existed between preferred teaching styles and developed teaching styles; and (4) a significant relationship existed between the teacher-assisting settings and the teaching styles developed by the students. 147 pp.

Order no. 76-04525

296. Rose, Shirley E. Corley, Ed.D. (descriptive/college)
University of Houston, 1973

A STUDY OF THE RELATIONSHIP BETWEEN GENERAL EDUCATION BELIEFS AND SOCIAL STUDIES CURRICULUM CHOICES OF PRE-SERVICE SOCIAL STUDIES TEACHERS

College instruction
Curriculum choices
Educational philosophy
Preservice education
Student attitudes

The researcher sought to determine the relationship between progressive and traditional attitudes as measured by the Kerlinger Education Scale and progressive and traditional social studies choices as measured by the Social Studies Questionnaire.

The data suggested that no relationship exists--a finding that lends support to the literature which argues that preservice teachers lack a well-defined philosophy of education.

The author included 12 major recommendations for further study. 144 pp.

Order no. 74-11839

297. Savitz, Fred D., Ed.D. (descriptive/college)
Temple University, 1976

AN ANALYSIS OF THE CONSTRUCT, HELP, PROVIDED BY SUPERVISORS FOR SUPERVISEES IN SECONDARY SOCIAL STUDIES EDUCATION

College instruction
Preservice education
Student attitudes
Student teaching
Supervisor attitudes
Supervisor behavior
Teacher attitudes

This study examined the problem of how help was perceived by participants in a supervised teaching experience. Groups of college and university supervisors, undergraduate student teachers, and graduate intern teachers were asked to describe their perceptions of the help provided by supervisors. One questionnaire and one opinionnaire were administered to each subject to measure perceptions of real supervisory help and ideal supervisory help. Thirty-two components of the construct help were classified into three frameworks: assessment, competency, and professionalization.

Each of the three groups perceived the help provided by supervisors uniquely. Supervisors attributed high values to components related to assessment and competency in an ideal context but seldom agreed about the importance of various components of help in actuality. Intern teachers showed the least satisfaction with real supervisory help as compared to ideal help, and showed little consensus about the importance of each component in an ideal context. 212 pp.

Order no. 76-15862

298. Sharp, Clare Ignatia, Ed.D. (descriptive/college)
University of New Mexico, 1974

TEACHER PREPARATION FOR SOCIAL STUDIES ON THE SECONDARY LEVEL AS RECOMMENDED BY SELECTED COLLEGES OF EDUCATION AND AS PREFERRED BY SELECTED SCHOOL DISTRICTS

Administrator attitudes
College instruction
Curriculum analysis
Interdisciplinary approach
Preservice education

The purpose of this study was to determine what kind of teacher education programs in secondary-level social studies were seen as most effective by both school districts and teacher-training institutions.

The data indicated that a teacher education program that was interdisciplinary in scope was the first choice of both the colleges of education and the school districts. The researcher further concluded that a cooperatively sponsored interdisciplinary program was preferred, a finding that points to the need for increased interdepartmental cooperation. 172 pp.

Order no. 75-18663

299. Steiger, Jo Ann McKenna, Ed.D. (experimental/college)
University of California,
Los Angeles, 1973

THE DEVELOPMENT AND EVALUATION OF A MULTI-MEDIA PRODUCT FOR TEACHER EDUCATION IN ELEMENTARY SOCIAL STUDIES

Audiovisual aids
College instruction
Curriculum models
Multimedia instruction
Preservice education
Programmed instruction
Teaching methods

This study was designed to develop and test two filmstrips and accompanying audiotapes which incorporated established techniques of programmed instruction adapted to the filmstrip medium. The presentation sought to train prospective elementary social studies teachers to use an adversary instructional method for teaching children to deal with controversy.

In the formal evaluation, 54 teacher education students were pretested. Half of these students then observed the audio filmstrips, after which all of the students were posttested. The experimental group performed far better than the control group on the posttest. 215 pp.

Order no. 74-11574

300. Thompson, Charles A., Jr., Ed.D. (descriptive/college)
University of Colorado, 1973

SECONDARY SOCIAL STUDIES METHODS INSTRUCTION IN THE UNITED STATES AND ITS RELATIONSHIP TO THE NEW SOCIAL STUDIES

College instruction
Curriculum analysis
Dewey, John
Educational change
New social studies
Preservice education
Teacher attitudes
Teaching methods

The aim of this study was to assess the impact of the "new social studies" on preservice (college and university) training for secondary social studies teachers in the United States.

Using a questionnaire, the researcher collected data from 298 social studies methods teachers from all over the country. From this sample, the researcher concluded that (1) the relationship between the new social studies and methods courses was largely theoretical; (2) a

new rationale for social studies was beginning to emerge; (3) Dewey's experience-based education was reasserting itself; and (4) there was a misalignment between the attitudes toward social studies held by instructors with degrees in education and those held by instructors with backgrounds in social science and history. A series of recommendations was included. 372 pp.

Order no. 74-12414

301. Vandagrifft, Donna Jo Neal, Ed.D., (descriptive/college)
Indiana University, 1974

AN ANALYSIS OF THE NATURE, FOCUS, AND SCOPE OF PERFORMANCE OBJECTIVES AS PERCEIVED BY INSTRUCTORS IN THE ELEMENTARY SOCIAL STUDIES METHODS SETTINGS WITH PRE-SERVICE TEACHERS IN THE UNITED STATES

Cognitive objectives
College instruction
Preservice education
Teacher behavior
Teaching methods

This study sought to determine whether predetermined written performance objectives were being used by instructors of preservice teachers in the elementary social studies. Further, the researcher sought to discover which objectives were being used and to what extent various objectives were being analyzed.

A questionnaire containing 52 social studies objectives was completed by a random sample of 222 instructors actively engaged in teaching undergraduate social studies methods.

It was found that predetermined written performance objectives were widely used. The use of such objectives seemed to be determined by individual preference rather than membership at a particular institution. Instructors who used predetermined written objectives tended to rate a broader scope of objectives as receiving major emphasis than instructors who reported that they did not use such objectives.

The author recommended that further research in this area be broadened to include students and to assess the effectiveness of social studies methods courses. 183 pp.

Order no. 75-5675

302. Wilkerson, Roland Henry, Jr., Ed.D. (descriptive/college)
Pennsylvania State University, 1975

A STUDY OF THE HISTORICAL THEORIES APPROACH WITH PROSPECTIVE SECONDARY SCHOOL TEACHERS OF THE SOCIAL STUDIES

Cognitive objectives
College instruction
Course analysis
Historiography
Pennsylvania State University
Preservice education

In this study, the researcher's objectives were to describe the historical theories approach and to demonstrate that prospective social studies teachers could be taught the skill of interpreting various universal historical theories. A further objective was to demonstrate that students could be taught to reflect critically upon the meaning and nature of history.

Thirty-four students from a secondary social studies methods course in the School of Education at Pennsylvania State University were selected for the study. They were given a pretest and a posttest.

The researcher tentatively concluded that the treatment had resulted in improvement in the abilities of students to classify and analyze universal historical readings. Fifty percent of the students demonstrated an improved ability to classify and analyze readings after instruction in the historical theories approach. 296 pp.

Order no. 76-18392

303. Wilkins, Robert Arthur, Ed.D. (descriptive/college)
University of Maine, 1976

TRAINING TEACHERS IN THE INQUIRY METHOD: THE EFFECT OF A SECONDARY SCHOOL SOCIAL STUDIES TEACHING METHODS COURSE ON THE EDUCATIONAL PHILOSOPHY AND TEACHING STYLE OF PRE-SERVICE TEACHERS

College instruction
Course analysis
Educational philosophy
Inquiry training
Preservice education
Teacher attitudes
Teaching methods

This study measured the effect of a secondary school social studies teaching methods course emphasizing inquiry on the educational philosophy and teaching style of preservice teachers.

The researcher concluded that the methods course caused students to significantly modify their educational philosophy to reflect the experimentalist as opposed to the essentialist position. All the course objectives were rated as either highly relevant or moderately relevant to the task of teaching. Finally, specific suggestions were made for improving the preparation of secondary school social studies teachers. 191 pp.

Order no. 76-28681

304. Wineman, Sheila Ann Brooks, Ph.D. (descriptive/college)
University of Utah, 1974

A HUMANISTIC COMPETENCY-BASED SCIENCE AND SOCIAL STUDIES METHODS COURSE

College instruction
Competency-based teacher education
Curriculum models
Humanistic education
Learning laboratories
Preservice education
Teaching methods

The purpose of this study was to expand the competency-based teacher education (CBTE) model beyond the cognitive and behavioral domains through affective individualization. By incorporating humanistic principles into the CBTE model, a science and social studies methods course for prospective teachers was developed which utilized the learning-center method and emphasized the inquiry-discovery approach.

On the basis of critiques received from instructors and prospective teachers, the researcher concluded that competency-based and humanistic elements had been successfully merged to provide an effective methods course. Implications and suggestions for future study were discussed. 172 pp.

Order no. 74-23097

305. Allen, Michael Geoffrey, Ed.D. (historical/college)
University of Maine, 1973

A DESCRIPTIVE SURVEY OF THE PREPARATION OF SECONDARY SCHOOL SOCIAL STUDIES TEACHERS IN SELECTED INSTITUTIONS IN THE UNITED STATES

College instruction
Curriculum analysis
Educational change
Educational history
Preservice education

This study was designed (1) to collect information about teacher training programs in selected institutions, (2) using the Moreland study of 1956, to determine whether important changes had taken place in teacher education, and (3) to discover whether the preparation of teachers in the selected institutions met the NCSS standards set in 1971. Questionnaires were sent to 50 institutions.

Among the 15 findings about the kind of preparation the institutions

gave their students were that coursework in the social sciences, competency-based courses and programs, fifth-year programs, and student-teaching time had increased since 1956, while contact with youth outside school and coursework in tests and measurement had decreased. 131 pp.

Order no. 73-32319

306. Bowman, Clair Michael, Ed.D. (experimental/college)
Indiana University, 1973

UNIVARIATE AND MULTIVARIATE RELATIONSHIPS AMONG PRE-SERVICE SOCIAL STUDIES TEACHERS' QUESTIONING AND REINFORCEMENT BEHAVIOR AND THEIR PERSONALITY, ATTITUDES, AND COGNITIVE SKILLS DURING THREE SPECIFIC MICROTEACHING TASKS

College instruction
Microteaching
Personal variables
Preservice education
Questioning techniques
Reinforcement
Teacher attitudes
Teacher behavior

This study sought (1) to examine the changes in preservice teachers' questioning and reinforcement behavior across three teaching tasks and the relationships between their questioning behavior during each task and students' responsive and initiative behavior, (2) to investigate the nature of univariate relationships between teachers' background characteristic variables and their questioning behavior; and (3) to suggest hypotheses regarding the multivariate interrelationships among variables from the same sources.

Among the findings noted was that both teacher and student behavior tended to remain stable across the teach-reteach and the teaching task dimensions. Several recommendations for future studies were included. 237 pp.

Order no. 74-2623

307. Burrett, Kenneth Lawrence, Ed.D. (descriptive/college)
State University of New York,
Buffalo, 1975

THE EFFECTS OF USING A TRAINING PROGRAM INCORPORATING INTERACTION ANALYSIS AND SELF ASSESSMENT AND EVALUATION PROCEDURES ON BEHAVIOR PATTERNS OF SECONDARY SOCIAL STUDIES

College instruction
Curriculum models
Inquiry training

Personal variables
Preservice education
Self-assessment
Student teaching
Teacher attitudes
Verbal interaction

The purpose of this study was to develop a program for training student teachers in selected patterns of interaction appropriate to inquiry-oriented classrooms which would help them learn to develop a rationale, operationalize behaviors, and assess and evaluate themselves.

The study concluded that the use of self-analysis significantly affects student teachers' behavior patterns. Student-teacher personality factors and teaching behaviors were found to be correlated. 173 pp.

Order no. 75-27362

308. Chilcoat, Mary Joan, Ed.D. (experimental/college)
University of Alabama, 1975

A PILOT STUDY FOR DETERMINING THE EFFECTS OF MICROTEACHING AND INTERACTION ANALYSIS ON THE VERBAL BEHAVIOR OF SELECTED SOCIAL STUDIES STUDENT TEACHERS

College instruction
Course analysis
Microteaching
Preservice education
Self-assessment
Student teaching
Teacher behavior
Verbal interaction

The purpose of this study was to determine whether student teachers trained in a systematic program utilizing interaction analysis and microteaching would be less direct in their verbal teaching behavior than student teachers not so trained. The experimental group consisted of 16 undergraduate students enrolled in student teaching. A similar number of student teachers was selected for the control group.

The researcher reported the following findings: (1) there was a significant difference (at the .01 level) between the indirect-direct ratios of the two groups, in favor of the experimental group; (2) students in the experimental group gave significantly more praise (at the .01 level) than did the control group; (3) there was a significant difference (at the .01 level) in the use of reinforcement of student ideas in favor of the experimental group; (4) significantly more convergent, divergent, and factual questions were asked by the experimental group.

The study concluded that there was positive evidence that the program did alter the student teachers' verbal behavior. Student teachers in

the experimental group gave more praise, asked more questions (including higher-level questions), and used more reinforcement of student ideas. The control group lectured more, tended to give more criticism, and were much more direct in their verbal teaching behavior than the experimental group. 99 pp.

Order no. 76-13899

309. Clarke, David G., Ed.D. (descriptive/college)
Pennsylvania State University, 1975

CHARACTERISTICS OF STUDENTS PREPARING TO BE SECONDARY SCHOOL SOCIAL STUDIES TEACHERS IN COLLEGES AND UNIVERSITIES OF PENNSYLVANIA: A COMPARATIVE STUDY

College instruction
Pennsylvania
Personal variables
Preservice education

This study was designed to discover, organize, and analyze relevant facts about students who were preparing to teach social studies in Pennsylvania. The study examined numerous personal characteristics of the students, comparing them with students in four other major fields, with social studies teachers in the field, and by type of college or university attended. The subjects were juniors and seniors who had completed a teaching methods course. Of the total sample, 868 (72.12%) students completed and returned the questionnaire developed by the researcher.

The researcher looked for significant relationships between responses to the questionnaire and (1) curriculum, (2) type of institution, and (3) other variables. He found eight areas of significant difference. One of the conclusions drawn from analyzing the responses was that a larger proportion of female students planned to enter the social studies field. 166 pp.

Order no. 76-6491

SOCIAL STUDIES OUTSIDE THE UNITED STATES

310. Alvarez, H. Benjamin, Ph.D. (descriptive/secondary)
University of New Mexico, 1974

ANALYSIS OF HISTORY TEXTBOOKS USED IN FOURTH GRADE OF COLOMBIAN SECONDARY SCHOOLS (Spanish text)

Colombia
Content analysis
Evaluation models
Foreign education
Secondary education

The emphasis of this study was on the consideration of printed material as one of the independent variables in the school learning situation. The hypothesis used referred to the scope and sequence of content and to the level of objectives in textbooks. In order to test the hypothesis, two instruments were developed.

Common patterns were found throughout the books. Political topics received more emphasis than economic and social topics. Military history received more attention than scientific and cultural history. Individuals and groups were emphasized more than towns and cities.

Neither research methods nor critical issues were presented in the texts. The evaluative data revealed a preference for testing knowledge of specific skills rather than development of intellectual capacities. 121 pp.

Order no. 75-5867

311. Fahmy, Mahmoud Hussein, Ph.D. (descriptive/secondary)
Syracuse University, 1973

AIMS AND OBJECTIVES OF TEACHING WORLD HISTORY IN AMERICAN AND EGYPTIAN SECONDARY SCHOOLS: A COMPARATIVE ANALYSIS

Affective objectives
Cognitive objectives
Egypt
Foreign education
New York
Secondary education
Teacher attitudes
World history

This comparative study sought to identify factors influencing the objectives of teaching world history in American and Egyptian secondary schools and to assess the attitudes of teachers from New York State and Egypt toward those objectives.

Both sets of teachers felt that attitude development was more important than knowledge, which was, in turn, rated as more important than skills and abilities. Egyptian teachers placed greater emphasis on objectives which fostered a sense of nationalism. 348 pp.

Order no. 74-8251

312. Gerber, Michael Stephen, Ph.D. (historical/elementary)
New York University, 1974

AN ANALYSIS OF THE IMPLEMENTATION OF THE NEW SOCIAL STUDIES CURRICULUM IN THE PUBLIC ELEMENTARY SCHOOLS OF THE DIVISION OF ALBAY, PHILIPPINES

Curriculum analysis
Elementary education
Foreign education
New social studies
Philippines

The aim of this study was to analyze the implementation of the "new social studies" curriculum in the public elementary schools of Albay, Philippines, during the period 1967-1972. Of particular concern was the conflict between the philosophy of the new social studies and traditional Asian and Philippine values. 388 pp.

Order no. 74-24991

313. Lechebo, Semie, Ed.D. (descriptive/college)
State University of New York, Albany, 1975

IMPROVEMENT OF TEACHER EDUCATION IN ETHIOPIA WITH GUIDELINES FOR CURRRICULUM PLANNING EXEMPLAR: SPECIALIZATION IN SECONDARY SCHOOL SOCIAL STUDIES

College instruction
Curriculum development
Ethiopia
Foreign education
Preservice education

This study, which was focused on teacher education needs in Ethiopia, was designed to develop (1) guidelines for curriculum development in teacher preparation and (2) objectives for secondary social studies. It was carried out in two phases: (1) study of the literature to derive goals and objectives and (2) review of literature, teacher education model, and course catalog of Haile Selassie I University. 307 pp.

Order no. 75-25776

314. London, Clement Benjamin Glen, Ed.D. (descriptive/secondary)
Columbia University, 1974

A STRATEGY FOR THE ORGANIZATION OF SOCIAL STUDIES IN THE JUNIOR SECONDARY SCHOOLS OF TRINIDAD-TOBAGO: IMPLICATIONS FOR CURRICULUM DESIGN

Curriculum development
Foreign education
Interdisciplinary approach
Secondary education
Trinidad-Tobago

This research was undertaken as part of a continuing effort to improve the organization of social studies in the junior secondary schools serving Trinidad-Tobago's multiethnic student population.

The study is essentially descriptive. Its strategy emphasizes the discipline-centered approach, which employs the concurrent use of two or more social science disciplines to study the same content. It also draws some ideas from the problem-centered approach.

Using a synthesized Tyler-Taba format for curricular design, the author proposed a three-year sequence which utilizes the methodologies, skills, and techniques of inquiry drawn from selected disciplines. 445 pp.

Order no. 74-18726

315. Muyanda-Mutebi, Peter, Ph.D. (descriptive/secondary)
University of California,
Los Angeles, 1973

THE HISTORY CURRICULA FOR UGANDA SECONDARY SCHOOLS, 1940-1970: A GENERAL EVALUATIVE STUDY, FOCUSING ON ATTEMPTS TO USE HISTORY AS A FACTOR IN DEVELOPING NATIONAL CONSCIOUSNESS AND A SENSE OF AFRICAN DIGNITY

African history
Colonialism
Content analysis
Curriculum analysis
Foreign education
Nationalism
Political socialization
Secondary education
Textbook bias
Uganda

This research is a general evaluative analysis of the history curricula in Uganda, with an emphasis on attempts to use the curricula as tools for political socialization.

The researcher came to the following conclusions: (1) the history

syllabi were educationally unimaginative, too remote from the experiences of the students, and too demanding; (2) a derogatory colonial philosophy about Africa was increasingly reflected in the curricula and textbooks; (3) post-independence improvements had been minor. 425 pp.

Order no. 73-32071

316. Ndubisi, Acha Felix, Ed.D. (descriptive/secondary)
Columbia University, 1974

FRAMEWORK FOR SECONDARY SOCIAL STUDIES IN NIGERIA AND ITS IMPLICATIONS FOR CURRICULUM DESIGN

Curriculum development
Foreign education
Nigeria
Secondary education
Tyler-Taba format

The purpose of this study was twofold: (1) to demonstrate the application of four Tylerian steps to curriculum design and (2) to design a framework around which the national secondary social studies curriculum for Nigeria could be built.

If a social studies curriculum which emphasized the three classroom dimensions suggested by Joyce were implemented in Nigeria, the author felt that retraining and reorientation of school personnel would be needed. The organization of the new framework was seen as a critical step in the successful creation of the new curriculum. 201 pp.

Order no. 74-11806

317. Richards, Leslie, Ph.D. (descriptive/general)
University of Oregon, 1973

PERCEPTIONS OF TEACHER ROLE IN THE DEVELOPMENT OF AN ONGOING SOCIAL STUDIES CURRICULUM PROJECT

Canada
Curriculum development
Foreign education
Project Canada West
Teacher attitudes

In addition to assessing teachers' roles in curriculum projects, this study sought to evaluate teachers' attitudes toward their participation in such projects. Using Project Canada West as a focal point, the author polled both participants and nonparticipants. The two groups registered significant differences in their perceptions of

teachers' roles in a variety of curriculum tasks and in their views of what factors encouraged or discouraged their participation. Other differences were noted in the two groups of teachers' responses to the needs for student involvement, research, and greater teacher independence. 150 pp.

Order no. 74-06885

318. Sevatamorn, Sirmsree, Ph.D. (descriptive/secondary)
University of Connecticut, 1976

THE STATUS OF SECONDARY SOCIAL STUDIES CURRICULUM AND INSTRUCTION IN THAILAND

Affective objectives
Content analysis
Curriculum analysis
Foreign education
Secondary education
Student attitudes
Teacher attitudes
Thailand

The aim of this study was to assess the status of Thai social studies education, particularly in areas related to the fostering of individual and social development. It examined the educational opinions of social studies teachers in general and students' attitudes toward the social studies, social studies textbooks, syllabi, and curriculum guides.

Two teacher inventories, General Educational Opinions and Opinions Concerning Social Studies Curricular Practices, were sent to 480 Thai social studies teachers at schools in all 12 educational regions in Thailand. Sixty percent (287) of the teachers returned the inventories. The researcher reported the following findings: (1) very few suggestions for instructional design were offered in the printed materials; (2) the social studies texts used neither an inquiry approach nor a problem-solving approach; (3) the texts lacked diversity in dealing with current issues and controversial problems; (4) the topics did cover all areas of social science disciplines; (5) teachers thought that independent study was more appropriate for bright students than for average or slow pupils; (6) most students had positive attitudes towards social studies education; and (7) the social studies curriculum in Thailand was failing to meet its own stated goals and objectives. 241 pp.

Order no. 76-10281

319. Stone, Milburn J., Ph.D. (descriptive/secondary)
Claremont College, 1975

POLITICAL SOCIALIZATION AND POLITICAL CULTURE IN A PHILIPPINE PUBLIC HIGH SCHOOL

Foreign education
Philippines
Political attitudes
Political behavior
Political socialization
Secondary education
Student attitudes

This comparative study is an analysis of data related to political socialization obtained from the American and Philippine educational systems. The data for the Philippines were drawn from student interviews, a variety of tests, and observations of the political behavior of students at Koronadal High School during 1970-71, a period of high political activity in the Philippines.

In addition to assessing the agents of political socialization in the high school, the study identified a number of trends, largely critical of the government, in student political opinion.

The author advances a set of factors in the public school that appear to influence the process of political socialization. 565 pp.

Order no. 76-15785

320. Then, Lian Mee, Ed.D. (descriptive/secondary)
Columbia University, 1975

POLITICAL SOCIALIZATION AND THE IMPLICATIONS FOR CURRICULAR CONTENT IN SECONDARY SCHOOLS IN SINGAPORE

Curriculum developement
Foreign education
Political socialization
Secondary education
Singapore, Malaysia

This study was designed to (1) clarify the nature and process of political socialization and (2) recommend curricular content for a program of political socialization in secondary schools in Singapore.

After examining the literature, the author concluded that four basic themes should be offered to students, each with eight units focusing on the citizen in relation to political culture and the larger world community. These were (1) the citizen in Singapore, (2) international relations, (3) political ideologies, and (4) political systems. 251 pp.

Order no. 76-03279

321. Toews, Henry, Ed.D. (descriptive/college)
University of Montana, 1974

THE PREPARATION OF SENIOR HIGH SCHOOL SOCIAL STUDIES TEACHERS IN ALBERTA

Alberta, Canada
Canada
College instruction
Curriculum analysis
Foreign education
NCSS guidelines
Preservice education

The purpose of this study was to compare the preservice teacher education programs offered by Alberta universities with programs recommended by the Standards for Social Studies Teachers issued by the National Council for the Social Studies.

Descriptive research was used, and data were collected from all high school teachers who had received their training in Alberta and who had been in active service during the 1972-73 school year.

The study found that teacher-education programs in Alberta universities did not meet the NCSS standards because they lacked both breadth and depth in the social sciences. Although the professional components of the programs fared better in the findings, only about 14 percent approached the kind of training recommended by the NCSS. 224 pp.

Order no. 75-95

322. Wang, Chih Yen, Ed.D. (historical/secondary)
Temple University, 1973

A STUDY OF THE SOCIAL STUDIES PROGRAM IN CHINESE SECONDARY SCHOOLS, 1929-1949

China
Curriculum analysis
Educational change
Educational history
Foreign education
Secondary education

The purposes of the study were (1) to describe the changes that took place in the social studies curriculum of Chinese secondary schools (7-12) between 1929 and 1949 and (2) to identify the primary factors that influenced those changes.

The impact of the "Three Principles of the People" was explored, and the processes of developing, implementing, and evaluating the social studies curriculum in China were discussed. 234 pp.

Order no. 73-23369

INDEX OF DESCRIPTORS

Academic achievement.....9, 42, 53, 59, 73, 108, 109, 136, 139, 143, 147, 153, 155, 161, 164, 167, 170, 175, 176, 186, 191, 199, 203, 204, 205, 206, 207, 211, 215, 254
Acculturation.....101, 118
Action research.....25
Administrator attitudes.....2, 4, 14, 33, 44, 56, 71, 252, 257, 262, 271, 279, 298
Advance organizers.....121, 190, 194
Advanced placement.....18
Affective behavior.....135
Affective objectives.....1, 2, 8, 10, 14, 22, 32, 83, 86, 87, 88, 95, 99, 130, 133, 174, 179, 209, 242, 243, 260, 311, 318
Africa.....88, 89
African history.....173, 315
Alaska.....6
Albany, Georgia.....208
Alberta, Canada.....321
American history.....1, 24, 28, 72, 73, 74, 77, 79, 81, 108, 113, 124, 170, 171, 205, 210, 217, 219, 224, 226, 228, 229, 231, 233, 236, 246, 247, 280
American Indian Students.....118, 129
Amherst Project.....76, 79
Anderson, N.H.....238
Anne Arundel County, Maryland.....63
Anthropology.....6, 7, 8, 9
Arabs.....225, 232
Arizona.....57
Arkansas.....71
Art.....149
Asia.....123, 246
Asian history.....90
Attendance.....135
Audiovisual aids.....110, 111, 112, 121, 130, 206, 299
Ausubel, David P.....121
Authoritarianism.....178, 256

Bahr, Gladys.....19
Baltimore County, Maryland.....87, 165
Beard, Charles A.....98
Bias recognition.....126, 233
Billings, Montana.....218
Biographical history.....75, 105
Black community.....34
Black power.....26, 34
Black students.....152, 174, 214, 215, 216, 217, 233
Black studies.....24, 25, 30, 31, 74, 148, 152, 219, 247

Note: Numbers are entry numbers, not page numbers.

Black teachers.....265
Boulder, Colorado.....109
Bowie State College.....65
Broudy, Harry S.....131
Bruner, Jerome J.....76, 102, 106, 212
Business-developed materials.....51

California.....271
Camden, New Jersey.....216
Canada.....317, 321
Career awareness.....37
Career choice.....269
Career education.....210, 223
Career opportunities.....268
Case-study approach.....80, 117
Catholicism.....95
Cattell, Raymond.....239
Center for Cognitive Studies (Harvard University).....106
Certification.....275, 293
Chicano community.....213
Chicano parents.....27
Chicano students.....27, 183, 213, 252
China.....90, 230, 322
Chronological approach.....73
Citizenship education.....12
Civics.....141, 177
Class(room) management.....256, 273, 283
Cloze procedure.....155, 199, 221
CMSSCC (Carnegie-Mellon Social Studies Curriculum Center).....97, 240
Cognitive dissonance.....254
Cognitive knowledge.....82, 88, 91, 92, 112, 124, 125, 129, 132, 154, 157, 159, 258
Cognitive objectives.....1, 10, 63, 95, 130, 133, 154, 162, 202, 237, 264, 286, 288, 301, 302, 311
Cognitive processes.....119, 121, 142, 145, 169, 187, 188, 190, 212, 238
Cognitive psychology.....106
College-bound students.....18
College instruction.....65, 68, 130, 163, 175, 243, 248, 251, 268, 269, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 313, 321
Collier County, Florida.....252
Colombia.....310
Colonialism.....315
Colorado.....245, 279
Communication skills.....274
Community.....12, 26
Community resources.....91
Competency-based teacher education.....304
Comprehension.....134, 145, 158, 192, 193, 194, 195, 201, 221
Concept formation.....63, 81, 118, 142
Concept teaching.....15, 34, 63, 81, 123, 183, 227, 228
Conceptual schemes.....29, 55, 61, 64, 222
Conflict resolution.....299

Connecticut.....21
Consumer education.....17, 18, 19, 157, 166
Content analysis.....43, 51, 64, 66, 70, 74, 75, 76, 79, 90, 99, 101, 103, 104, 123, 124, 127, 133, 145, 157, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 237, 238, 239, 240, 246, 286, 310, 315, 318
Content selection.....102
Context clues.....145, 196
Cook County, Illinois.....255
Coos Bay, Oregon.....235
Course analysis.....16, 17, 18, 22, 24, 36, 37, 49, 54, 59, 65, 73, 91, 92, 93, 97, 108, 109, 113, 116, 125, 126, 129, 135, 139, 141, 148, 151, 152, 161, 172, 176, 177, 182, 219, 241, 242, 243, 273, 274, 276, 278, 285, 302, 303, 308
Creativity.....132, 169, 208
Critical properties.....142
Critical thinking.....125, 127, 128, 137, 146, 189, 194
Cross-cultural training.....7, 8, 28, 32, 33, 34, 87, 88, 89, 123, 149, 200, 225
Cultural differences.....69, 83, 118, 201, 216, 234
Cultural geography.....69
Cultural pluralism.....8, 29, 87, 88, 101, 244
Curriculum analysis.....12, 21, 25, 30, 31, 32, 33, 34, 38, 41, 46, 47, 48, 56, 58, 60, 62, 63, 67, 68, 78, 96, 120, 156, 163, 179, 282, 293, 298, 300, 305, 312, 315, 318, 321, 322
Curriculum choices.....255, 296
Curriculum development.....2, 5, 10, 13, 19, 25, 29, 31, 35, 36, 38, 39, 40, 43, 44, 45, 49, 52, 57, 58, 61, 62, 64, 75, 76, 94, 257, 262, 313, 314, 316, 317, 320
Curriculum models.....6, 8, 11, 12, 15, 20, 22, 23, 26, 28, 35, 40, 54, 72, 77, 80, 81, 82, 83, 85, 86, 89, 95, 99, 110, 114, 129, 149, 162, 166, 171, 173, 185, 195, 197, 209, 210, 212, 225, 243, 277, 280, 288, 299, 304, 307
Curriculum theory.....102, 107, 245
Czechoslovakia.....80

Dade County, Florida.....44
Data bases.....200
Daviess County, Kentucky.....147
Dayton, Ohio.....246
Decision making.....138
Democracy.....12, 181
Departmentalized instruction.....164
Detroit, Michigan.....125, 131
Dewey, John.....117, 212, 300
Discipline.....159
Discussion.....168, 184, 294
Divergent thinking.....132, 169, 243
Dogmatism.....247, 253, 254, 255, 259
Dramatics.....132

Eastern Kentucky University.....287
Eastern Montana College.....175
Economics.....15, 16, 17, 18, 19, 227, 258

Educable mentally handicapped.....211
Educational alternatives.....166, 206
Educational change.....39, 43, 70, 78, 98, 100, 239, 285, 300, 305, 322
Educational history.....12, 13, 19, 31, 39, 43, 49, 52, 76, 78, 79, 84, 100, 103, 105, 106, 107, 224, 226, 230, 279, 305, 322
Educational innovation.....41, 68, 76, 79, 99, 103, 161, 163, 261, 285
Educational needs.....24, 27, 35, 38, 44, 53, 54, 84, 156, 209, 258, 271, 276, 281
Educational objectives.....2, 3, 4, 10, 16, 33, 53
Educational philosophy.....33, 35, 62, 98, 101, 102, 259, 260, 296, 303
Educational sociology.....99
Educational theory.....61, 115, 117, 119, 172
Egypt.....311
Elective courses.....165, 167, 242
Elementary education (K-8).....2, 4, 6, 7, 8, 9, 11, 15, 22, 25, 33, 45, 47, 49, 50, 54, 59, 61, 70, 83, 84, 86, 87, 92, 97, 102, 103, 110, 112, 114, 116, 120, 124, 126, 127, 131, 132, 133, 134, 136, 137, 139, 144, 146, 147, 153, 154, 155, 164, 174, 182, 183, 185, 186, 187, 188, 189, 192, 193, 194, 196, 197, 199, 200, 201, 202, 203, 204, 207, 220, 221, 222, 223, 228, 235, 237, 239, 241, 250, 252, 257, 258, 260, 265, 271, 277, 294, 312
Environmental education.....20, 21, 22, 23, 249
Eskimos.....6
Ethiopia.....313
Ethnic studies.....24, 25, 26, 28, 30, 31, 32, 148, 150, 151, 152, 175
Ethnocentrism.....7, 101, 126
Ethnomusicology.....6
European history.....80
Evaluation criteria.....233
Evaluation models.....154, 157, 233, 310

Fairfax County, Virginia.....274
Family impact.....1, 176
Family studies.....82, 85
Federal programs.....42, 45, 76
Feedback approach.....114
Fenton, Edwin.....97
Foreign education.....69, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322
Future studies.....35, 36, 37, 38, 240

Games.....114
Generalizations.....15, 162
Geography.....64, 65, 66, 67, 68, 69, 70, 71, 293
Global approach.....23
Grade 1.....42
Grade 2.....132, 207
Grade 3.....110, 189
Grade 4.....7, 53

Grade 5.....59, 133, 134, 174, 182, 183, 186, 221, 222
Grade 6.....9, 112, 120, 146, 147, 183, 196, 200, 204, 235, 250
Grade 7.....54, 87, 102, 139, 155, 185, 199, 202, 204
Grade 8.....124, 126, 131, 137, 153
Grade 9.....20, 119, 121, 158, 161, 191, 208
Grade 10.....80, 190
Grade 11.....1, 17, 18, 108, 135, 143, 171
Grade 12.....13, 14, 17, 18, 159, 165, 167, 180
Grade level.....198
Grades.....155
Graphic organizers.....203
Graphic skills.....97
Great Depression.....224
Greeley, Colorado.....157
Group behavior.....168
Group projects.....26
"Group think".....138

Hampshire County, Massachusetts.....233
Hanna, Paul R.....49, 103
Hanna Social Studies Series.....49
Hearing-impaired students.....207
High achievers.....89, 171
High School Geography Project.....65, 66, 67, 68, 69
Historiography.....75, 78, 302
Holt Databank System.....154
Human Development Program.....50
Human relations training.....50, 84, 86, 93, 214
Humanistic education.....6, 107, 149, 304
Humanities.....107
HUSSP (Harvard University Social Studies Project).....240

Illinois.....67
Independent study.....169, 170, 171
Indiana.....261, 262
Individualized learning.....15, 40, 131, 146, 169, 170, 172, 173, 175
Information centers.....45
Information retrieval.....200
Information seeking.....263
Information sources.....263
Inner-city schools.....27, 209, 215
Inquiry theory.....43, 76
Inquiry training.....69, 122, 129, 243, 271, 274, 290, 294, 303, 307
Inservice education.....92, 250, 271, 273, 274, 276, 277, 279, 280
Instance presentation.....142
Instructional aids.....158, 200
Instructional improvement.....16
Instructional materials.....77, 11, 137
Instructional television.....110, 121
Interdisciplinary approach.....6, 40, 216, 298, 314
International attitudes.....109
Interpersonal competence.....8, 14, 93, 132
Iowa.....111, 164

Iran.....69
Islam.....232
Item analysis.....154, 237

Japan.....226
Job placement.....268
Job satisfaction.....266, 272
Journal of Geography.....70
Jung, Carl G.....131

Kansas.....96
Kentucky.....56
Kindergarten.....42
Kohlberg, Lawrence.....28, 210

Language of instruction.....55
Latin America.....234, 239
Latin American Cultural Project (University of Texas).....149
Law in American Society Foundation.....240
Leadership.....270
Learning activity packages (LAPs).....184, 288
Learning laboratories.....304
Legal education.....91, 92
Legislative impact.....13, 48
Listening.....191
Livonia, Michigan.....32
Locus of control.....132
Los Angeles, California.....50
Lotas, Alexis.....131
Louisiana.....53
Louisville, Kentucky.....249
Low achievers.....205, 208, 213

Macomb County, Michigan.....214
MACOS *(Man: A Course of Study)*.....59, 154
Map skills.....187, 188
Maryland.....24
Master's degree.....275
Mastery learning.....9
McMurray, Charles A.....103
Mexican studies.....149
Michener, James A.....104
Michigan.....14
Microclasses.....284
Microteaching.....306, 308
Military service.....256
Milwaukee, Wisconsin.....54
Minicourses.....23, 73, 135, 219
Minneapolis/St. Paul, Minnesota.....179
Minnesota.....18
Miscue analysis.....196
Mississippi.....143, 153
Missouri.....2, 3, 46, 270
Montana.....289
Moral development.....28, 210

Morgantown, West Virginia.....148
Motivation techniques.....193
Mt. Lebanon, Pennsylvania.....137
Multidisciplinary approach.....149
Multimedia instruction.....112, 130, 147, 299
Music.....6

NAEP (National Assessment of Educational Progress) objectives.....3
Nationalism.....80, 315
NCSS (National Council for the Social Studies) guidelines.....56, 321
NEA (National Education Association).....100
Nebraska.....16, 58, 267
Newmann model.....12
New Mexico.....223
New social studies.....43, 76, 79, 117, 120, 250, 259, 271, 277, 286, 300, 312
New York.....78, 311
Newton, Massachusetts.....25
Nigeria.....316
Nongraded programs.....15
North Carolina.....180
North Dakota.....17

Occupational information.....266, 272
Ohio.....262, 281, 282
Ohio State University.....290
Oklahoma.....60, 253
Oriental Americans.....246

Parent attitudes.....1, 27, 93, 241
Peer groups.....209, 213
Pennsylvania.....248, 266, 291, 293, 309
Pennsylvania State University.....302
Permissive environment.....178
Personal variables.....244, 249, 253, 260, 261, 267, 269, 272, 284, 290, 295, 306, 307, 309
Philippines.....312, 319
Piaget, Jean.....117, 187
Pittsburgh, Pennsylvania.....171
Political attitudes.....126, 176, 177, 182, 229, 247, 319
Political behavior.....178, 319
Political science.....10, 11, 12, 14, 182
Political socialization.....176, 178, 179, 180, 181, 265, 315, 319, 320
Pontiac, Michigan.....37
Port Huron, Michigan.....36
Preservice education.....243, 245, 248, 250, 251, 258, 264, 268, 269, 275, 278, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 313, 321
Problem solving.....138, 147, 158
Problems of democracy.....13, 24
Professional associations.....60, 276
Programmed instruction.....185, 299

Project Canada West.....317
Project Social Studies.....62
Psychology.....93, 94, 172, 216
Puerto Rican students.....216

Quantitative concepts.....124
Questioning techniques.....122, 127, 133, 136, 139, 140, 144, 189, 200, 207, 237, 264, 278, 294, 306

Racial attitudes.....32, 101, 116, 126, 148, 150, 151, 201, 214, 219, 231, 233, 242, 247, 254
Reading.....185, 190, 191, 192, 193, 194, 195, 196, 197, 198, 200, 201, 202, 203, 204, 205
Reading difficulty.....206
Reading level.....221
Regular classroom placement.....211
Reinforcement.....136, 140, 306
Religion.....95, 96
Religious attitudes.....95, 96, 126, 231, 232
Research analysis.....115
Research skills.....171
Resource materials.....45
Retention.....42, 112, 113, 129
Retrobriefing.....138
Richmond, Virginia.....39
Robinson Study.....102
Roman Catholic students.....95
Rugg, Harold O.....105

San Francisco Bay Area.....259
Santa Clara County, California.....41
Scheduling problems.....44
Scott, Foresman and Co.....49
SCSSA (Southern California Social Science Association).....276
Secondary education (9-12).....1, 3, 4, 5, 10, 12, 13, 14, 16, 17, 18, 19, 20, 21, 23, 24, 26, 28, 29, 30, 32, 34, 36, 37, 38, 40, 44, 46, 48, 56, 58, 60, 66, 67, 69, 71, 72, 73, 74, 77, 80, 81, 82, 84, 85, 88, 89, 90, 91, 93, 94, 95, 96, 107, 108, 109, 111, 113, 118, 119, 121, 122, 123, 125, 128, 129, 135, 138, 140, 141, 143, 148, 149, 150, 151, 152, 156, 157, 158, 159, 160, 161, 162, 165, 167, 168, 170, 171, 172, 173, 176, 177, 178, 179, 180, 181, 184, 190, 191, 195, 205, 208, 209, 210, 213, 214, 215, 216, 217, 218, 219, 224, 225, 226, 227, 229, 232, 236, 238, 240, 242, 244, 247, 255, 256, 259, 261, 262, 263, 266, 267, 276, 280, 310, 311, 314, 315, 316, 318, 319, 320, 322
Secondary Teachers' College (Australia).....290
Self-assessment.....307, 308
Self-concept.....12, 50, 72, 83, 86, 93, 95, 97, 131, 139, 152, 174, 215, 216, 217, 266
Self-contained classrooms.....164
Self-instructional program.....278
Semantics.....196
Semester division.....44

Sequential approach.....123
Sex education.....241
Sexual attitudes.....126, 231
Simulations.....108, 109, 113, 115, 116, 130, 138, 150, 212, 277
Singapore, Malaysia.....320
Slow learners.....72, 97, 210, 212
Social attitudes.....242, 253
Social history.....85
Social relations.....14, 86
Social science disciplines.....40, 47
Social values.....49
Sociodrama.....141
Socioeconomic factors.....1, 176, 181, 204, 216, 218, 267
Sociology.....5, 216, 242
South Carolina.....110
Southern Illinois University.....292
Special-interest groups.....13, 57
Springfield, Massachusetts.....30
SQ3R Study Method.....186
SRSS (Sociological Resources for the Social Studies) Project.....5
St. Louis, Missouri.....231
State boards of education.....21, 57
State departments of education.....21, 48, 223
Stress.....254
Student attitudes.....1, 7, 8, 22, 26, 27, 30, 32, 36, 37, 56, 59, 65, 72, 73, 82, 83, 87, 88, 91, 92, 95, 97, 108, 109, 113, 114, 116, 120, 126, 130, 131, 135, 147, 148, 150, 151, 160, 164, 165, 167, 169, 176, 177, 179, 180, 182, 184, 193, 194, 201, 203, 205, 213, 214, 215, 216, 217, 218, 219, 235, 238, 241, 242, 243, 247, 251, 284, 296, 297, 318, 319
Student responsibility.....26
Student teaching.....243, 247, 251, 264, 278, 283, 287, 294, 295, 297, 307, 308
Supervisor attitudes.....163, 251, 257, 261, 266, 270, 272, 279, 283, 292, 297
Supervisor behavior.....243, 251, 266, 270, 272, 283, 287, 297
Supplementary reading materials.....87
SUSSCC (Syracuse University Social Studies Curriculum Center).....228
Swissvale, Pennsylvania.....82
Symbols.....187, 188
Syntax.....196
Syracuse University Curriculum Center.....52

Taba, Hilda.....15
Taba Social Studies Curriculum.....154
Tampa, Florida.....74
Teacher aides.....252
Teacher attitudes.....1, 2, 3, 4, 14, 21, 27, 29, 33, 44, 47, 56, 60, 68, 74, 78, 83, 94, 96, 111, 113, 122, 135, 160, 163, 198, 220, 230, 236, 244, 245, 246, 247, 248, 249, 250, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 265, 267, 269, 270, 271, 275, 276, 279, 283, 284, 287, 289, 290, 291, 292, 295, 297, 300, 303, 306, 307, 311, 317, 318

Teacher behavior.....1, 14, 25, 41, 58, 63, 78, 120, 122, 136, 139, 140, 143, 144, 160, 168, 189, 215, 235, 236, 249, 256, 261, 263, 265, 273, 274, 278, 283, 284, 292, 294, 295, 301, 306, 308
Teachers College (Columbia University).....105
Teacher Effectiveness Training.....273
Teaching methods.....15, 111, 112, 117, 123, 130, 134, 136, 138, 143, 146, 147, 150, 158, 159, 174, 175, 186, 190, 191, 192, 193, 194, 199, 202, 203, 208, 220, 243, 281, 285, 286, 288, 290, 291, 299, 300, 301, 303, 304
Tennessee.....93, 156
Texas.....4, 94, 163, 250
Texas A & M University.....130
Textbook bias.....74, 217, 225, 226, 229, 230, 231, 232, 233, 234, 246, 315
Textbook publishers.....49
Textbook selection.....57, 262
Textbooks.....235, 236, 238
Thailand.....318
Thematic approach.....73
Time and space concepts.....37, 183, 240
Transfer of learning.....81, 128, 129, 192
Trinidad-Tobago.....314
Truancy.....213
Tyler-Taba format.....316

Uganda.....315
University of Nebraska.....295
University of South Carolina.....288
University of Virginia.....243, 251
Urban studies.....24, 77, 89
Utah.....92, 257

Values.....189, 218, 234
Verbal interaction.....139, 140, 144, 160, 168, 294, 307, 308
Virginia Curriculum Study.....49
Virginia Polytechnic Institute and State University.....268
Vocabulary.....194, 197, 199

War.....229
Washington, D.C.....31, 170
Wesley, Edgar.....103
West Georgia College.....269
Widening-horizons concept.....103
Work environment.....266
World history.....162, 232, 236, 311

INDEX OF INSTITUTIONS

Akron, University of.....172
Alabama, University of.....240, 308
Arizona, University of.....57
Arkansas, University of.....275
Auburn University.....108, 239, 256
Ball State University.....77, 113, 227, 255
Boston University.....100, 114, 182, 185, 294
Brandeis University.....181
Brigham Young University.....50, 87, 92, 134, 257
California, University of at Berkeley.....146
California, University of at Los Angeles.....6, 213, 271, 299, 315
Carnegie-Mellon University.....20, 23, 28, 72, 82, 85, 89, 95, 171, 173, 210
Catholic University of America.....112, 165
Claremont College.....187, 319
Colorado, University of.....3, 5, 109, 224, 279, 300
Columbia University.....38, 80, 99, 107, 140, 144, 160, 200, 247, 314, 316, 320
Connecticut, University of.....21, 318
Duke University.....48, 123
East Texas State University.....278
Florida Atlantic University.....162
Florida State University.....44, 81, 208, 212, 223, 254
Florida, University of.....229, 234
George Peabody College.....93, 97
George Washington University.....24, 170
Georgia State University.....9, 269
Georgia, University of.....7, 22, 129, 217, 234, 272
Harvard University.....25
Houston, University of.....4, 27, 29, 189, 296
Howard University.....31
Idaho, University of.....246
Illinois, University of.....265, 284
Indiana University.....1, 8, 147, 261, 262, 263, 301, 306
Iowa, University of.....111, 164, 198
Kansas State University.....195
Kansas, University of.....96, 188
Kent State University.....281, 282
Lehigh University.....155
Louisiana State University.....47, 53, 152
Loyola University (Chicago).....79, 230
Maine, University of.....133, 303, 305
Marquette University.....54
Maryland, University of.....40, 62, 63, 65, 115, 121, 177, 283
Massachusetts, University of.....30, 35, 233
Memphis State University.....156
Miami University.....232
Miami, University of.....74

Note: Numbers refer to entry numbers, not page numbers.

Michigan State University.....66, 69, 199
Michigan, University of.....33, 120, 301, 336, 360
Minnesota, University of.....136, 179, 209
Mississippi State University.....143, 204
Mississippi, University of.....104, 153
Missouri, University of.....46, 59, 101, 118, 270
Montana State University.....175, 218
Montana, University of.....289, 321
Nebraska, University of.....16, 58, 154, 191, 267, 295
New Mexico State University.....223
New Mexico, University of.....298, 310
New York University.....139, 219, 312
North Carolina, University of.....12, 55, 61, 132, 180
North Dakota, University of.....17, 98
Northern Colorado, University of.....18, 157, 245
Northern Illinois University.....19, 150
North Texas State University.....94, 186, 250, 258
Northwestern State University of Louisiana.....163
Northwestern University.....11, 49, 90, 117, 241
Ohio State University.....60, 106, 196, 244, 253, 273, 280, 290
Ohio University.....70, 277, 286
Oklahoma, University of.....71, 84
Oregon State University.....151
Oregon, University of.....235, 317
Pacific, University of the.....124, 159
Pennsylvania State University.....242, 285, 291, 302, 309
Pittsburgh, University of.....15, 83, 137, 197, 266, 293
Purdue University.....122
Rutgers University.....86, 166, 216
South Carolina, University of.....110, 288
Southern California, University of.....276
Southern Illinois University.....67, 237, 292
Southern Mississippi, University of.....161, 252
Stanford University.....13, 41, 75, 76, 105, 145, 215, 238
State University of New York, Albany.....10, 313
State University of New York, Buffalo.....91, 194, 307
St. Louis University.....2, 206, 231
Syracuse University.....52, 78, 88, 119, 127, 158, 169, 184, 190, 192, 202, 203, 311
Temple University.....102, 174, 193, 205, 222, 236, 248, 297, 322
Tennessee, University of.....56, 167, 220, 249
Texas A & M University.....51, 130
Texas, University of.....43, 149, 183, 211
United States International University.....141
Utah, University of.....304
Virginia, University of.....39, 64, 73, 243, 251, 274
Washington, University of.....142
Wisconsin, University of.....26, 34
Wyoming, University of.....128
Utah State University.....42, 207, 221, 259
Virginia Polytechnic Institute and State University.....126, 228, 264, 268
Washington State University.....168
Washington University.....103
Wayne State University.....14, 32, 36, 37, 45, 125, 131, 135, 138, 214
West Virginia University.....148, 176
Yale University.....178

INDEX OF AUTHORS

Addy, James Arthur.....24
Ahler, Janet Goldenstein.....118
Alessi, Frank Victor.....72
Allen, Michael Geoffrey.....305
Alvarez, H. Benjamin.....310
Anctil, Donald Edward.....259
Axelson, David James.....5

Baden, Donald James.....189
Bagby, Janice Locey.....176
Baker, Patricia Ellis.....91
Baker, Robert Lawrence.....119
Barchi-McBroom, Barbara Ann.....120
Baugher, Shirley Ann Lewis.....117
Baughman, John Eugene.....177
Baum, James K.....269
Beck, William Walter.....280
Berget, Ellsworth Ardell.....190
Berling, John George.....191
Bickley, Ancella Radford.....148
Biddle, Thelma Sara.....39
Billingsley, Raymond Lee.....153
Bimes, James David.....270
Binnington, Doreen Bethune.....6
Blackmon, George Ervin.....271
Blevins, David Robert.....73
Bohler, Gloria Ann.....272
Bolts, Thomas William.....95
Bonner, Forrest Michael.....121
Bowman, Clair Michael.....306
Brandt, Joseph John.....98
Brannen, Buster Duke.....122
Bridner, Elwood Lee, Jr.....40
Britton, Helen Ann.....41
Bryant, Joanne Elizabeth.....10
Bullard, Elizabeth Moore.....123
Burnim, Paul Daniel.....35
Burrett, Kenneth Lawrence.....307
Bush, Harold Lee.....124
Byrd, Carrie Maxine.....25

Carlson, Camille Annette.....125
Carnet, John Joseph, III.....192
Carney, Heather Campbell.....158
Carter, Alfred William.....64
Carter, Larry George.....260
Cervone, Edmund Vincent.....205
Chatburn, Dean Nimrod.....42
Chilcoat, Mary Joan.....308
Chilton, Gilbert Lee.....97
Clarke, David G.....309
Clarke, Gerald McKinley.....82
Cleveland, Bernard Fred.....273
Coats, James Harold, Jr.....108
Coleman, Joseph Thomas, Jr.....126
Corey, Anita Louise.....127
Cornbleth, Catherine Rae.....43
Crawford, Glenda S.....44
Crawford, Jonathan Andrew.....128
Currin, Harles Brown.....88

Dalke, Robert Wesley.....45
Danford, Harriet Flynn.....193
Daniels, Stephen Emery.....46
Daniels, William Davis.....65
Darcy, James Edward.....159
Davis, Joan Brick.....178
Dick, James Sidney.....261
DiPrizio, Chrisann S.....241
Dolgin, Ann Broder.....74
Dowtin, Kenneth.....26
Dublin, Peter Howard.....99
Duck, Lloyd Earl.....243
Dumbleton, Duane Dean.....129

Edelson, Rosalyn Carole.....160
Eiken, Keith Pumphrey.....1
Eilenstine, Edwin L.....206
Elish, Raymond Daniel.....281
Elliott, Emily Learner.....47
Elsnes, James Roger.....109
Enyinnaya, Nelson E.....15
Ernster, Jacquelyn.....244

Fahmy, Mahmoud Hussein.....311
Farrior, Sarah Jerome.....48
Federici, James Anthony.....130
Fell, David J.....282
Fenner, Shawna Pamela.....131
Filler, Ronald Claude.....220
Finer, Neal B.....149
Fink, Cecelia H.....283
Fisk, Edward Amos.....245
Fleming, Joseph Bruce.....221
Flood, Frank Joseph.....274
Frank, Dwayne Irving.....246
Franks, Dorothy Kember.....284
Frech, William Paul, Jr.....7

Note: Numbers are entry numbers, not page numbers.

Frye, Evelyn McCrary.....93
Frye, Milton.....187

Gallegos, Leovigildo Lopez.....27
Garland, William Emery, Jr.....89
Gerber, Michael Stephen.....312
Gill, Martin.....49
Gillies, William.....16
Gitlitz, Alfred Henry.....247
Glasheen, Patricia.....100
Goldenson, Robert Dennis.....179
Good, Patricia Katharine.....28
Gould, Jean Letch.....164
Gray, Barbara Jean Clay.....29
Greenstone, James Lynn.....94
Gregory, George Peter.....20
Guldin, Robert Marland.....222
Gunter, Sandra Kay.....110

Hahn, Carole Louise.....262
Hansen, Joe Owen.....66
Hare, James Michael.....248
Haro, Carlos Manuel.....213
Harris, Jeanette G.....30
Hartshorn, Edwina.....132
Hash, Ronald Jesse.....194
Heller, Gerald Alan.....285
Herron, Leroy, Jr.....214
Hiland, Leah Fern.....263
Hilde, Richard L.....17
Holdt, Betty Phillips.....207
Horner, Pearl J.....223
Huff, Alvin Douglas.....180
Hughes, Clarence Edward.....101
Hughes, Eloise A. Timmons.....224
Hunter, Robert Livingston, Jr.....133
Hyde, Linda Chance.....249

Isaacson, Shirley C.....50
Isaf, Robert Salem.....286

Janof, Janice Sheila.....2
Jarrar, Samir Ahmad.....225
Jensen, Hal M.....134
Jeter, Teddy Leroy.....67
Johns, Robert Wilson.....75
Johnson, Barbara Ann Stubbs.....195
Judge, Walter Wallace.....208
Jungmeyer, Paul Edward.....51

Kambayashi, Kikuko.....226
Keene, Patricia Bicknell.....242
Kerr, William Gordon.....135
Kinerney, Eugene James.....68
King, William Elwin.....275
Kirkpatrick, Dorothy Louise.....287
Klaus, William George.....169
Kline, William Alan.....76
Klingler, George S.....111
Kniep, Willard Martin.....136
Knorr, Harry Francis.....102
Kolczynski, Richard Gerald.....196
Konen, Mary Louise Hunley Eastman....288
Krakow, Jere Lon.....3
Kroot, Richard David.....8

Laner, Roy Herman.....227
Lantz, Mary Jean.....4
La Raus, Roger Alan.....11
Larkin, Brian James.....52
Lawson, Kenneth Ray.....228
Leake, Woodrow Wilson.....229
Lechebo, Semie.....313
Lee, Kuo Jow.....230
Leriche, Leo Walter.....103
Lester, Thomas F.....289
Lewis, Jacqueline Couture.....53
Lewis, Mary Ann.....264
Liggins, Athel Quentin.....170
Linsin, Jimmie.....231
Lit, Estelle Marks.....276
London, Clement Benjamin Glen.....314
Lusain, William Earl.....83
Lynch, Francis Peter.....21

Marsh, Colin James.....290
Masemore, Ira Grabill.....291
Massad, Winifred W.....232
Massey, Charles Edward.....12
Massey, Grace Carroll.....215
Mathias, Robert Owen.....137
Mattern, Dianna Marie Ragge.....77
Maxey, Frances Burns.....104
McAfee, David Thomas.....292
McCarthy, Sister Ann Margaret, C.S.J...22
McClain, Raymond Bennett.....171
McColeman, James Wesley.....184
McDonald, Robert Hugh.....138
McIntosh, Carolyn Jo Johnson.....250
Meyer, Robert Henry.....18
Medoff, Fay S.....139
Miller, Allen Ray.....96
Miller, Stephen Dean.....172
Money, Jack.....161
Moone, James Clark.....31
Moorefield, Jean Armistead.....251
Morant, Mack Bernard.....233
Morgan, Edward Prince.....181

Morrison, Karlene Elizabeth.....216
Moyer, Herbert Samuel Sizer.....36
Muir, Mary Sharon Pray.....154
Murphy, Jeanne Payne.....165
Murphy, Margaret M.....166
Muyanda-Mutebi, Peter.....315

Namey, Norman David.....155
Napoli, Virginia M.....197
Nappa, Zahea Hassen.....84
Ndubisi, Acha Felix.....316
Nectoux, Joseph J.....252
Nelson, Murry Robert.....105
Neubauer, Irene Chalmers.....198
Newberry, Norman E.....167
Newhouse, Walter Jefferson.....277
Newman, John Joseph.....150
Nosack, William Ray. 92
Notar, Charles Edward.....156

Orzech, Miriam Weitz.....151
O'Toole, Thomas E.....173

Paces, James Joseph.....85
Padgett, Wayne Radney.....234
Paige, Gomez Collier.....199
Parr, William Lee.....235
Paynter, William Howard.....106
Pellegrini, Harry Joseph.....236
Pendergrass, R.A.....168
Phair, Anthony Joseph.....112
Phillips, William Francis.....188
Postma, Charles Henry.....113
Procasky, William John.....293

Radtke, Muriel Marie.....294
Ramsey, Clarice Mae.....295
Rappaport, Sandra Joyce.....140
Redd, Kathleen Maloney.....240
Richards, Leslie.....317
Riley, Joyce Bickerstaff.....265
Roach, William Edward.....78
Roarke, Dale O.....253
Roberts, Howard Frederick, Jr.....141
Roberts, Nancy Helen.....114
Robinson, Randall Scott.....174
Rocco, John Alexander.....86
Rodriguez, Edgar Hugo.....183
Roe, Melvin William.....175
Roffers, David William.....209
Rogers, Ronald James.....237
Rose, Shirley E. Corley.....296
Rotzel, Alice Witte.....238
Rumph, Arthur H.....54

Sadeghi, Derakhandeh Hamidi.....69
Salyer, Gayle Markland.....70
Samec, Charles Edward.....79
Savitz, Fred.....297
Scarola, Mary Irene.....200
Sendler, Simson.....201
Sennett, Kenneth Henry, Jr.....185
Sentell, Jane Elizabeth Jones.....239
Sevatamorn, Sirmsree.....318
Sharp, Clare Ignatia.....298
Sherry, Francis Thomas.....182
Simms, Ruby Jean.....152
Simon, Lawrence Howard.....55
Simpson, Jack Diener.....142
Singleton, Henry Wells.....13
Sistrunk, David Francis.....143
Smith, Maureen Bernadette.....144
Sosnowski, Margaret Mary Jean.....37
Spears, Patricia Faye.....254
Spivey, James Roland.....255
Stamper, James Cloyd.....56
Stansel, Paul L.....256
Stanton, Mary E.....162
Steiger, Jo Ann McKenna.....299
Steiner, Joseph Albert.....57
Stejskal, Lubor Martin.....80
Stewart, Judith Ann Rogers.....14
Stock, Richard Bruce.....38
Stoddard, Ann Harris.....217
Stone, Milburn J.....319
Sucher, Mary Wadsworth.....87
Sweeney, Robert Emmett.....23
Sykes, George.....107

Talley, Walter Bryan.....163
Tenenbaum, Arlene Bonita Katz.....145
Then, Lian Mee.....320
Thompson, Charles A., Jr.....300
Thorne, James Dale.....266
Toews, Henry.....321
Tricarico, Stephen J.....71
Turner, Ray Eyre.....257

Vacca, Richard T.....202
Vandagrifft, Donna Jo Neal.....301
Van Griethuysen, Robert A.....267
Van Hook, Barry Lee.....19
Van Maanen, Delbert Myron.....157
Varland, John Robert.....81
Vines, Carolyn Wadkins.....258
Voorhis, John Robert.....218

Walker, Gaston Lea.....186
Walker, Nora Mary.....203

Walker, Robert Edwin.....58
Walters, Raymond Allison.....59
Wang, Chih Yen.....322
Ward, J.K.....115
Watson, Kenneth Charles, Jr.....32
Webb, Loretta Crawford.....33
Welch, Homer Elwyn.....278
Weipert, Louis Francis.....279
Weiss, Seymour.....219
Wells, Tim Joe.....60
Westergaard, George Henry.....210
Whitehurst, Winston Marcus.....268
Wieseman, Robert Anthony.....116
Wilkerson, Roland Henry, Jr.....302
Wilkins, Robert Arthur.....303
Williams, Carolyn Chandler.....204
Williams, Jo Watts.....61
Wilson, Richard Hall.....62
Wineman, Sheila Ann Brooks.....304
Winn, Robert John.....211
Woolard, Steven Harold.....212
Worril, Conrad Walter.....34
Wright, David Paul.....146
Wright, Edward Wilson.....147
Wyckorf, Delores Bland.....9

Younger, Dennis Gerard.....63
Yun, Sei Chul.....90